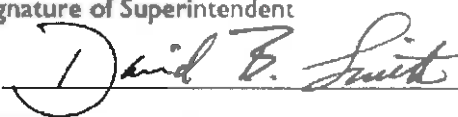


**LEA Application of General Information
2012-2013**

**School Improvement Grant (1003g)
Application due April 30, 2012
Email application to 1003g@doe.in.gov**

LEA Application: General Information

Corporation Name: Evansville Vanderburgh School Corporation		Corporation Number: 7995
Contact for the School Improvement Grant: Carrie Hillyard		
Position and Office: Director of Title Support, Office of Academic Affairs	Contact's Mailing Address: 951 Walnut Street Evansville, Indiana 47713	
Telephone: (812) 435-8459	Fax: (812) 435-8358	
Email Address: Carrie.Hillyard@evsc.k12.in.us		
Superintendent (Printed name) Dr. David B. Smith, Ed. D		Telephone: (812) 435-8460 or (812) 435-8477
Signature of Superintendent X 		Date:

→ **Complete and submit this form one time only.**

→ **Complete a second form, "Tier I and II Application" or "Tier III Application" for each school applying for a school improvement grant**

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I, II and III schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Glenwood Leadership Academy	K-8	X			X			
2. Evans School	PreK-6	X			X			
3. McGary Middle School	6-8	X			X			
4.								
5.								
6.								

2. Explanation if LEA is Not Applying to Serve Each Tier I School

- ☒ We will serve all of our Tier I schools.
- ☐ We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

N/A

(Although The Learning Center [TLC] is listed as an eligible school, in 11-12 the EVSC completed requirements for TLC to be reverted back to a program instead of a school and is no longer Title I served.)

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: McGary Middle School

School Number: 8339

Stakeholder Group	Mode of Communication	Date
McGary Staff	McGary Leadership Team – Root Cause Analysis Work	April 11, 2012
	Principal-led Discussion with Staff on STE(A)M Infusion – Input and Planning	April 16, 2012
	Leadership Team Grant Co-Writing Session; Live Skype with Staff	April 19, 2012
	SurveyMonkey (email) for input regarding increased learning time possibilities	April 23, 2012
	Staff Email Sent from new principal with SIG Transformational Model Draft	April 24, 2012
	Staff Input Sessions/Questions Prepared for Staff Meeting	April 25, 2012
	Staff Meeting with LEA, new principal/building leadership, and ETA	April 25, 2012
	Staff Vote (16 of 18 supporting the SIG application/Transformational Model)	April 27, 2012

McGary Families	<p>EVSC Facebook Post Requesting Stakeholder Input</p> <p>Parent Meetings/focus groups</p> <p>EVSC Website Update Requesting Stakeholder Input</p> <p>ConnectED Phone Blast to all McGary Families</p> <p>McGary Site Council – Input Session</p> <p>Individual parent interviews seeking input from LEA</p>	<p>April 10, 2012</p> <p>April 10 and 12, 2012</p> <p>April 10, 2012</p> <p>April 11, 2012</p> <p>April 18, 2012</p> <p>April 27, 2012</p>
McGary Site Council/Community Organizations	<p>Consultation with Mass Insight/The School Turnaround Group</p> <p>Principal Consultation with Center for Family, School, and Community Partnerships (External Partnership Selection Support)</p> <p>Indiana Afterschool Network/IDOE - NASA Ignite!TM</p> <p>da Vinci Institute (In-Kind External Partnership) - Collaborative Planning at McGary (Ongoing meetings, emails, McGary staff presentation to da Vinci to determine if appropriately aligned, etc.)</p> <p>(One of the key elements of this partnership besides professional development will be their technical assistance in supporting the selection of other STE(A)M-oriented external partnerships that are a fit for McGary (i.e. Project Lead the Way). The da Vinci Institute is a local coalition of community-based STE(A)M organizations.</p> <p>LearningWorx Consultation (Current State Support for McGary through ISLT) (Email, Phone Conferences)</p> <p>Lampion Center (Phone Conference/Site Councils)</p> <p>Youth First, Inc. (Email and Phone Conference/Site Councils)</p>	<p>Ongoing conversations beginning in February 2012.</p> <p>April 5, 6, and 10, 2012 (Ongoing)</p> <p>Ongoing collaboration from March 2012</p> <p>Collaboration with EVSC began in December 2011; Connected to McGary on April 20, 2012 once McGary began intensive planning for STE(A)M Initiative.</p> <p>Ongoing from April 2012</p> <p>April 18, 2012 (Ongoing)</p> <p>April 23 and 24, 2012 (Ongoing)</p>

	Diehl Consulting (Email and Phone Conference)	Ongoing from April 2012
Evansville Teachers Association	Initial Notification of Grant Opportunity/Email from Director of Title Support ETA President/McGary Principal Follow-Up Discussion ETA President/Input on Application / STE(A)M infusion	April 10, 2012 April 10, 2012 April 19, 2012
Executive Leadership Team/Superintendent	Superintendent-led discussions with Executive Leadership Team	Held ongoing meetings regarding principal recruitment/selection; April 25, 2012 meeting for final review of grant proposal.
EVSC School Board of Trustees	Superintendent-led discussions with EVSC School Board of Trustees Board Approval of SIG Application	April 2, 2012 April 16, 2012 May 7, 2012

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

Evansville Vanderburgh School Corporation assures that it will

- ☒ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- ☒ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- ☐ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☒ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g) 2012-2013

LEA School Application: Tier I and Tier II

The LEA must complete this form for each Tier I or II school applying for a school improvement grant.

School Corporation Evansville Vanderburgh School Corporation Number 7995

School Name McGary Middle School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

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- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➤ Instructions:

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing Schools."
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

*** Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	68.75%	41	High	High – years behind their peers on reading level, etc. Lack of prior knowledge contributes to achievement gap.
Female	47.01%	63	High	High – motivational and relevance hinders classroom performance.

Male	54.89%	73	High	High – need for kinesthetic learning. Males have a stronger dislike for reading than females. Connection and relationship with teacher is critical; male students struggle to connect with some staff and experience trust issues due to high staff turnover.
Free/Reduced Lunch	62.2%	123	High	High – Low basic reading level for many students. Lack of background knowledge contributes to poor comprehension. Need for relevant reading experiences; additional social/emotional supports needed.

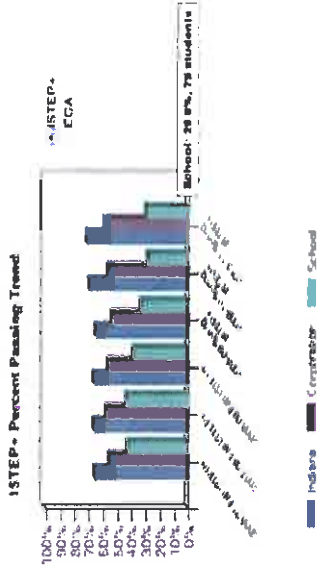
Mathematics

Black	65.67%	44	High	High – years behind their peers on reading level, etc. Conceptual skills gap hinders teaching grade level standards. Students have a strong dislike for math due to lack of successes and skills gap. High teacher turnover in math mid-school year; no fluidity in instruction and no opportunity to develop trusting relationship with teacher. Needs for completing work outside the classroom; support as needed.
Multiracial	65.96%	31	High	High - Students have a strong dislike for math due to lack of successes and skills gap. High teacher turnover in math mid-school year; no fluidity in instruction and no opportunity to develop trusting relationship with teacher.

White	50.75%	68	High	High - Students have a strong dislike for math due to lack of successes and skills gap. High teacher turnover in math mid-school year; no fluidity in instruction and no opportunity to develop trusting relationship with teacher.
Female	61.19%	82	High	High – differences in learning styles from males. Perception they "can't do math."
Male	54.89%	73	High	High – need for additional hands-on, concrete experiences. Need for relevant mathematical application. .
Free/Reduced Lunch	66%	140	High	High years behind their peers on reading level, etc. Conceptual skills gap hinders teaching grade level standards. Students have a strong dislike for math due to lack of successes and skills gap. High teacher turnover in math mid-school year resulting in no fluidity in instruction. Support needed for completing work outside the classroom.

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. "</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<p>An ELA performance range of 47.01% - 68.75% of students not making AYP exists across ESEA subgroups.</p>	<p>Many McGary students are years behind their peers on reading level, etc. All students are in need of rigorous instruction in literature and in informational text comprehension. Students need skills to access materials with higher text complexity. Students lack background knowledge contributing to lack of comprehension and leading to limited relevance/engagement in instruction. Many males have the need for kinesthetic learning. Males have a stronger general dislike for reading than females. Connection and relationship with teacher is critical; male students struggle to connect with some staff and trust issues are more pronounced due to high staff turnover.</p>

A mathematics performance range of 50.75% - 66% of students not making AYP exists across ESEA subgroups.



While both ELA and Mathematics were high severity/high needs for the female subgroup, 19 more females failed math than English.

The black subgroup (68.75%) did not make AYP in ELA and (65.75%) in Mathematics, which had pronounced severity of subgroup performance.

Conceptual skills gap hinders teaching grade level standards. Students have a strong dislike for math due to lack of successes and skills gap. High teacher turnover in math mid-school year; no fluidity in instruction. Needs for completing work outside the classroom; support as needed.

Table 2.1. Summary of All Reported Agrees and Disagrees by Agree Responses for All Subgroups Items

Item	2010		2009		% Change
	Agree	Disagree	Agree	Disagree	
81. Students think that learning is important to their future success.	81.3%	18.7%	79.1%	20.9%	2.4%
82. Students' comments about their need to change their already learn.	82.3%	17.7%	80.1%	19.9%	2.2%
83. Students' comments about their need to change their already learn.	82.3%	17.7%	80.1%	19.9%	2.2%
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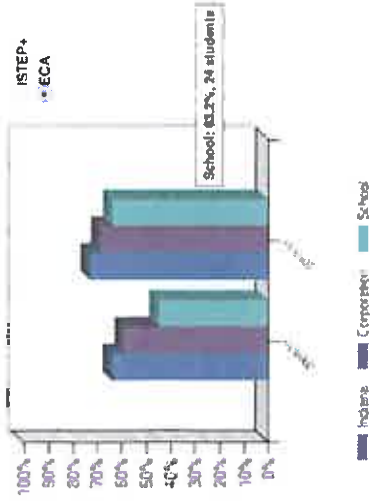
Note. Diehl Preliminary Equity Evaluation (2012).

Our present practices are very linear and rote. A difference exists in cognitive processing in males. Female students have the perception they "can't do math." There is significant evidence the female brain needs to talk through the concepts in everyday language, use concrete examples and manipulatives. A STE(A)M-infused curriculum would give female students the opportunity to engage in "whole-brained" learning experiences in math that allow them to gain the confidence they need to fully master difficult math concepts and skills through instructional techniques that connect them with concrete and real world examples.

Table 2.2. Summary of All Reported Agrees and Disagrees by Agree Responses for All Subgroups Items

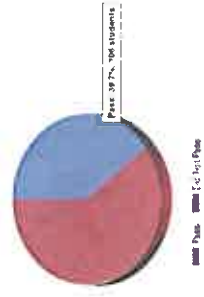
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ECA Percent Passing Trend



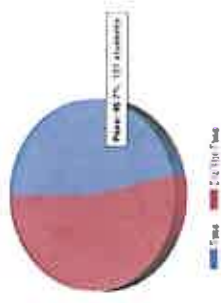
Lack of prior knowledge enabling success in learning in the present structure of schools; learning not being “cool” and lack of relevance in curriculum and instruction. Without the orchestrating intentional connections and relevance within instructional practices, everything learned in school is separate and has to be memorized.

ISTEP+ 2010-11



MATH

ISTEP+ 2010-11



ELA

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2010-2011	2011-2012
1. Number of minutes within the school year that students are required to attend school	76,950	76,950
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.3%	98.0%

4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A																																																																														
5. Number of students completing dual enrollment classes	N/A	N/A																																																																														
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	LSY BAS SS	LSY BAS SS																																																																														
7. Discipline incidents*	<table> <tr> <th>Subgroups</th><th># Students</th><th># Incidents</th></tr> <tr> <td>Ethnicity</td><td></td><td></td></tr> <tr> <td>American Indian</td><td>1</td><td>4</td></tr> <tr> <td>Black</td><td>61</td><td>369</td></tr> <tr> <td>Hispanic</td><td>9</td><td>24</td></tr> <tr> <td>Multiracial</td><td>41</td><td>212</td></tr> <tr> <td>White</td><td>86</td><td>353</td></tr> <tr> <td>Gender</td><td></td><td></td></tr> <tr> <td>Female</td><td>94</td><td>440</td></tr> <tr> <td>Male</td><td>104</td><td>454</td></tr> <tr> <td>IEP</td><td></td><td></td></tr> <tr> <td>IEP Yes</td><td>45</td><td>267</td></tr> <tr> <td>IEP No</td><td>153</td><td>635</td></tr> </table>	Subgroups	# Students	# Incidents	Ethnicity			American Indian	1	4	Black	61	369	Hispanic	9	24	Multiracial	41	212	White	86	353	Gender			Female	94	440	Male	104	454	IEP			IEP Yes	45	267	IEP No	153	635	<table> <tr> <th>Subgroups</th><th># Students</th><th># Incidents</th></tr> <tr> <td>Ethnicity</td><td></td><td></td></tr> <tr> <td>American Indian</td><td>1</td><td>12</td></tr> <tr> <td>Black</td><td>57</td><td>332</td></tr> <tr> <td>Hispanic</td><td>7</td><td>28</td></tr> <tr> <td>Multiracial</td><td>40</td><td>223</td></tr> <tr> <td>White</td><td>73</td><td>324</td></tr> <tr> <td>Gender</td><td></td><td></td></tr> <tr> <td>Female</td><td>67</td><td>308</td></tr> <tr> <td>Male</td><td>111</td><td>595</td></tr> <tr> <td>IEP</td><td></td><td></td></tr> <tr> <td>IEP Yes</td><td>54</td><td>328</td></tr> <tr> <td>IEP No</td><td>124</td><td>569</td></tr> </table>	Subgroups	# Students	# Incidents	Ethnicity			American Indian	1	12	Black	57	332	Hispanic	7	28	Multiracial	40	223	White	73	324	Gender			Female	67	308	Male	111	595	IEP			IEP Yes	54	328	IEP No	124	569
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Male	111	595																																																																														
IEP																																																																																
IEP Yes	54	328																																																																														
IEP No	124	569																																																																														

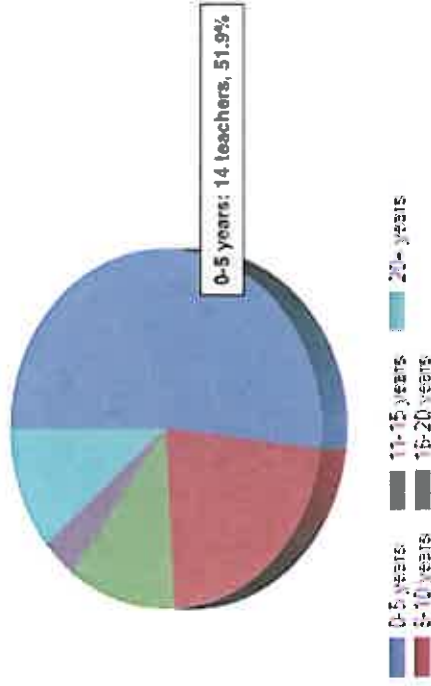
		Overall observed growth opportunities: <ul style="list-style-type: none"> - Grouping Students (2.08) - Problem Solving (2.29) - Thinking (2.34) - Questioning (2.34) - Assessment (2.41)
10 Teacher attendance rate	95.3%	95.1%

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> "Teachers are absent a lot."</p> <p><i>Appropriate example:</i> " Teachers on average are out of the classroom 32 days of the school year."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>" Teachers don't feel like coming to school"</p> <p><i>Appropriate example:</i> "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"</p>																										
<p>Student attendance on additional calendar days of McGary's calendar have traditionally been lower than regular attendance days when the rest of the district is in attendance.</p> <table border="1" data-bbox="568 1365 1006 1911"> <thead> <tr> <th>McGary "Extended" School Calendar Days</th><th>Student Attendance (or, Additional) Days</th></tr> </thead> <tbody> <tr><td>5/26/11</td><td>93%</td></tr> <tr><td>3/27/11</td><td>91%</td></tr> <tr><td>3/31/11</td><td>83%</td></tr> <tr><td>6/1/11</td><td>86%</td></tr> <tr><td>6/2/11</td><td>84%</td></tr> <tr><td>6/3/11</td><td>77%</td></tr> <tr><td>6/6/11</td><td>82%</td></tr> <tr><td>6/7/11</td><td>81%</td></tr> <tr><td>6/8/11</td><td>86%</td></tr> <tr><td>6/9/11</td><td>85%</td></tr> <tr><td colspan="2">Total 10-11 Average for Extended Calendar Days:</td></tr> <tr><td colspan="2">85%</td></tr> </tbody> </table>	McGary "Extended" School Calendar Days	Student Attendance (or, Additional) Days	5/26/11	93%	3/27/11	91%	3/31/11	83%	6/1/11	86%	6/2/11	84%	6/3/11	77%	6/6/11	82%	6/7/11	81%	6/8/11	86%	6/9/11	85%	Total 10-11 Average for Extended Calendar Days:		85%		<p>McGary has implemented additional (mandatory) student calendar days for the past two years. Poor attendance on these additional student calendar days shows the need exists for alternative thinking about increasing learning time and creating learning experiences that engage and draw students into school and extended learning opportunities.</p>
McGary "Extended" School Calendar Days	Student Attendance (or, Additional) Days																										
5/26/11	93%																										
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Total 10-11 Average for Extended Calendar Days:																											
85%																											
<p>In all, 903 total discipline incidents during the 11-12 school year thus far has had an effect on instruction and learning.</p> <p>Teacher attendance rate at 95.1%; 31% of teacher absences were not covered by substitute teachers.</p>	<p>Lack of understanding and inexperience of teachers in classroom management techniques; lack of stamina, particularly for new teachers, and missionary zeal. There is a need for intrinsically-motivating, culturally-responsive practices.</p> <p>Teachers need to attend professional development, but need to be assured that their instruction will be continued, preferably by a certified teacher who has a relationship with the students. It is critical that instructional time is not lost, and the opportunity for teachers to continue to grow professionally is not revoked. Currently that is not happening, and frequently teachers lose their own planning time to</p>																										

Only 60% of the 10-11 staff returned from the year prior; and 50% of the 10-11 staff returned during the current 11-12 school year. In fact, only 31% of current McGary teaching staff have taught at McGary for three or more consecutive years



Teacher Count 2010-11 by Years of Experience



Overall observed growth opportunities for staff:

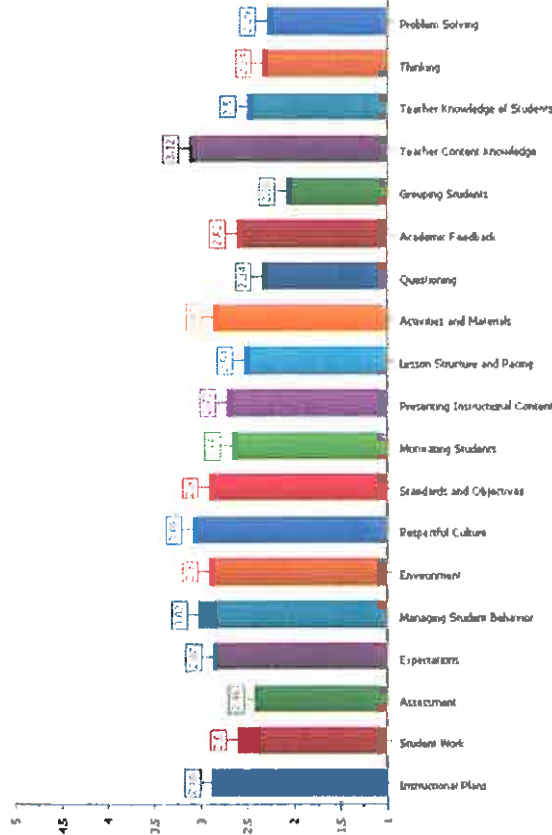
(Evaluation Overview)

- Grouping Students (2.08)
- Problem Solving (2.29)
- Thinking (2.34)
- Questioning (2.34)
- Assessment (2.41)

cover the instruction for their colleagues when they have teaching positions unfilled during PD.

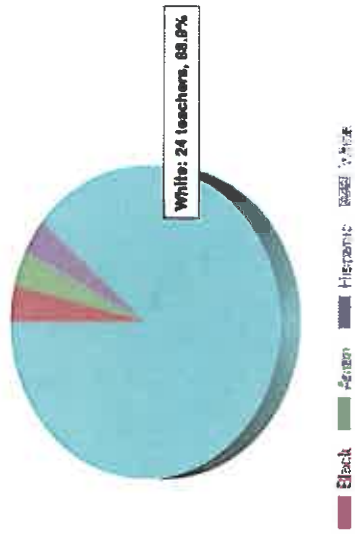
Excessive teacher turnover during the past three years has contributed to an above average number of inexperienced teachers on staff.

McGary Middle School - Overall Averages by Rubric Indicator (2011-2012)

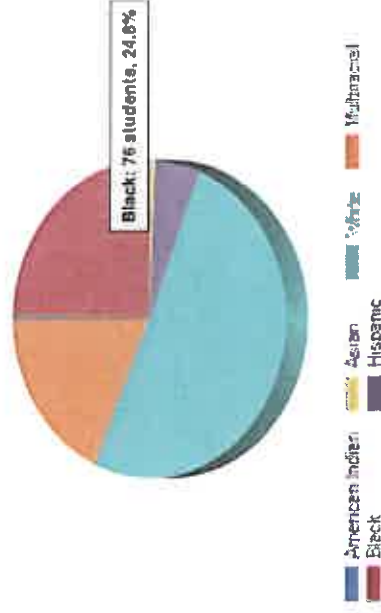


Teacher observation scores from the TAP Rubric show that McGary teachers lack a foundational understanding of effective strategies to increase the likelihood of learning. Professional development in providing opportunities for students to problem solve, think critically, and question is a vital need. Additionally, teachers lack experience in grouping students in a variety of ways to increase student achievement. Further, assessment literacy is lacking.

Teacher Count 2010-11 by Ethnicity



Enrollment 2010-11 by Ethnicity



Teacher and student demographics are incongruous; There is a cultural disconnect between the adults and students in the building. This circumstance increases the likelihood of misunderstandings and misconceptions in terms of academic ability and appropriate behavior.

Behavior and academic data evidence the need to foster student-adult mentoring/teaching relationships. The intent is to bridge the cultural gap and agree upon a consistent definition of appropriate behavior in a environment of high academic expectations.

Table 1.1: Summary of Responses to Selected Survey Questions (2012) (All Participants)				
	2012	Student	Staff	2010
K1. My teacher expects me to set learning goals	89.2% (180/200)	77.2% (150/194)	8.3%	11.7%
K2. My teacher allows me to make choices about what I learn	43.8% (112/257)	55.2% (125/225)	11.4%	26.2%
K3. School staff get along well with students	35.2% (103/293)	50.8% (150/297)	14.8%	41.1%
K4. School staff get along well with families	53.3% (131/243)	56.5% (129/228)	12.6%	23.4%
K5. School staff show respect for all students	46.2% (127/275)	58.5% (139/237)	12.3%	26.7%
K6. My teacher gets excited and happy with me during class	48.4% (134/277)	66.7% (124/185)	18.3%	37.8%
Average Percentage Point Difference and Percent Change				
			13.9%	27.2%

Note. Diehl Preliminary Equity Evaluation (2012).

Students have identified they lack choice and voice in their learning. Based on 2012 student data, while 11.4% more students report students having choices about what they learn (compared to the 2010 baseline of 43.6%), only 55% of students report presently having choices around what they learn in class.

A disconnect exists between perspective of staff and students regarding relationships/respect. In 2012, 82.4% of staff reported that students know school staff cares about them, compared to 61.8% of students. The chart to the left also indicates that only 50.8% of students feel like school staff gets along well with students.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

* Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership		1	2	3	4	The Principal and Leadership
The Principal and Leadership 1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.				X	X	1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
		1	2	3	4	
Instruction		1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time.						1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.
	X		X	X	X	
			X			
			X			
			X			
			X			

Curriculum		1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.				X		1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
			X			
			X			
			X	X		
Data - Formative Assessments		1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.			X			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
			X			
			X			
Professional Development		1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.						1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
				X		
				X		
				X		

Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.		X	X		1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

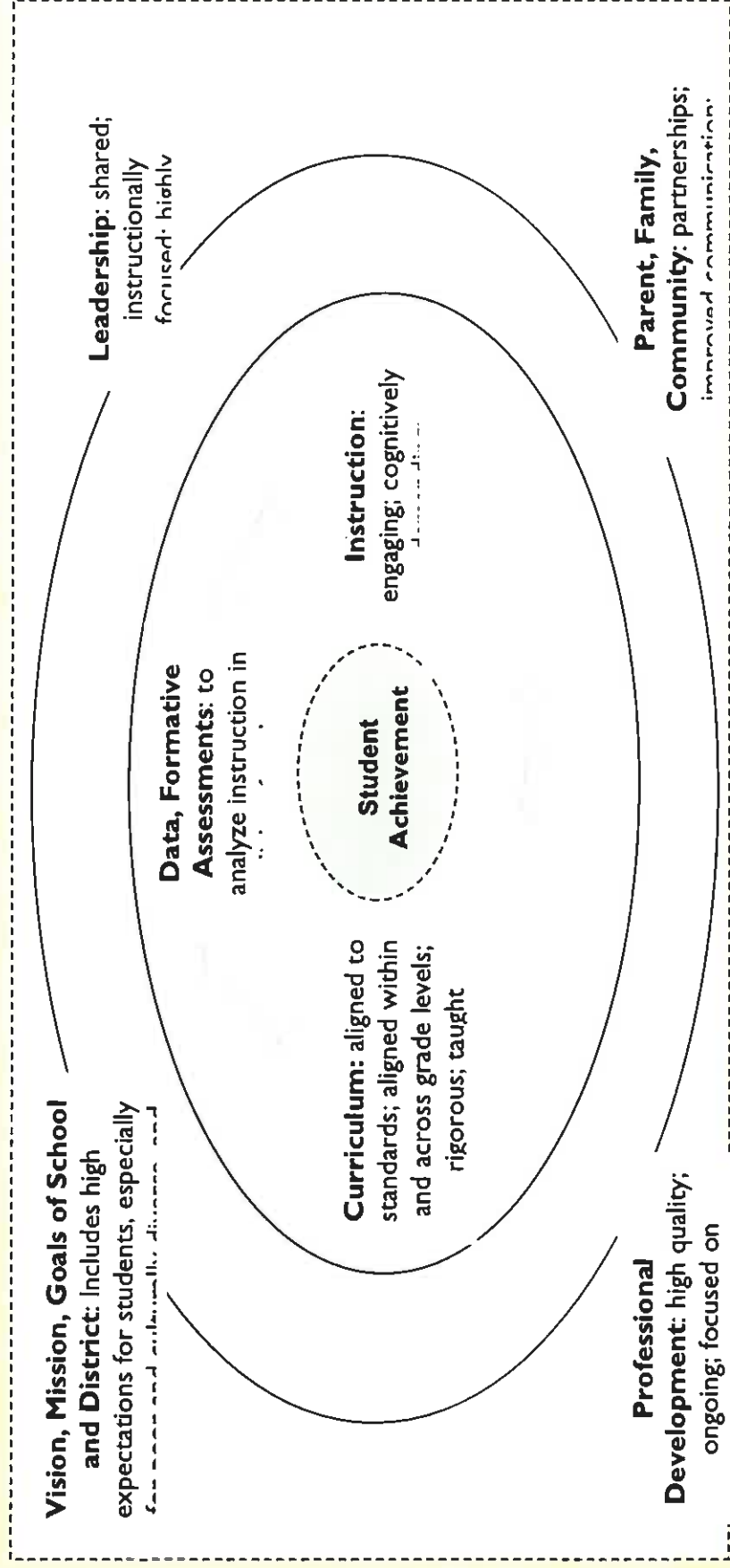
Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.	X X X	X X			1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	What is at the “root” of the findings? What is the underlying cause?
<p>Appropriate example: “We don’t have a curriculum aligned across grade levels.”</p> <p>Appropriate example: “We only teach flags, festivals and foods with our students.”</p>	<p>Appropriate example ” We don’t know how to align our curriculum across grade levels.”</p> <p>Appropriate example: “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>
<p>Cultural instruction is limited to study of flags, festivals, and foods of countries/people.</p>	<p>Students and staff have different backgrounds and experiences. Cultural competency and educational experiences varying from student experiences; disconnect of expectations. Connections/relationships are lacking and understanding students’ “currency” regarding motivation and relationships.</p>
<p>We do not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.</p>	<p>Not applicable to McGary; no ELL subgroup.</p>
<p>Overall, instruction is ranked low for our school.</p>	<p>Lack of missionary zeal and importance of relationships; content versus student- and learning-centered. While progress has been made in one year, many of the teachers were overwhelmed with year 1 TAP implementation; Lack “big picture” and integrating multiple contents.</p>
<p>Use of data/formative assessments is ranked low for our school.</p>	<p>Working with data and developing assessments through weekly scrimmages as a group, but if systems would go away the practice may not continue (culture of compliance with formative assessments right now.) Data overload... Teachers desire to differentiate, but struggle to do that work and get everything else in.</p>
<p>We do not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.</p>	<p>Students find it difficult to shift from being in charge of younger students at home and to being learners at school (insulted by tone and articulation of staff.) Need to intentionally share with the staff effective styles of communicating with students of poverty; Thinking you are going to teach like you have been taught (socialization of professional practices from prior experiences).</p>

Appendix C: Theory of Action for Indiana High-Poverty Schools and District in Improvement: Moving towards High-Performance

The Indiana Department of Education, Title I analyzed the literature and research on high-performance, high-poverty schools and districts. The findings revealed specific practices and policies of successful high-poverty schools and districts. These findings serve as the components of the Theory of Action below. Supports to and requirements of schools and districts correspond to these components of successfulness.

The Culture of the Students, the Classroom, the School, the District and the Community



Culture Competency – the ability to interact effectively with people of different cultures related to language, race,

B. Selection of School Improvement Model

Elements of School Intervention/Improvement Models

Transformation Model	Transformation Model
<i>Required Elements</i>	<i>Permissible Elements</i>
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff. 	<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement. 	<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide "response-to-intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction. 	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization. 	<u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA.³⁰ 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

II. Selection of Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

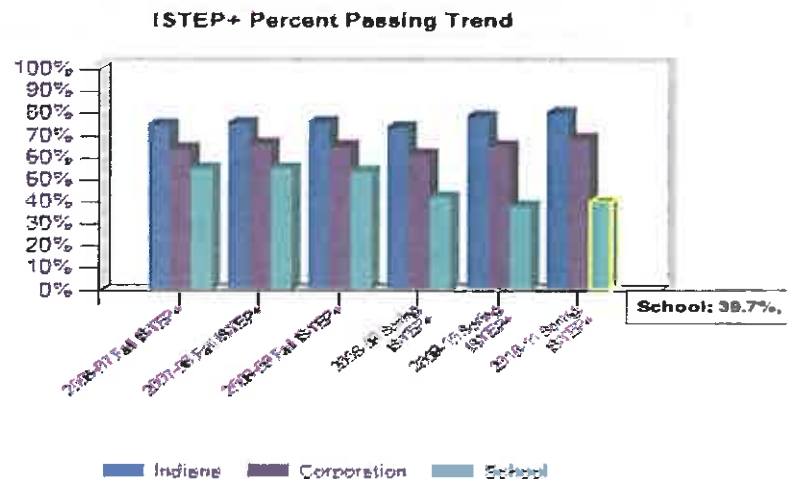
➤ **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

*Intervention Model Selected: **Transformational***

(1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.

McGary Middle School – School Performance and Demographics Information

McGary Middle School served 307 students in grades 6-8 during the 2010-2011 school year. This urban middle school, located in Evansville, Indiana, is part of the Harrison High School attendance district. McGary has a history of low performance on ISTEP+, in addition to receiving ratings in the lowest designated category of Indiana's PL 221 Accountability Model for three consecutive years (see McGary's PL 221 History). This performance record has placed McGary in a position nearing potential state intervention. The need exists for school turnaround strategies and resources to change the trajectory of student achievement for the students at McGary, whose overall ISTEP+ results were at 39.7% in 2010-2011.



McGary's PL 221 History						
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Final PL 221 Status	Academic Watch	Academic Probation	Not Assessed	Academic Probation	F (Academic Probation)	TBD

Establishing Shared Vision and Urgency to Transform

The Evansville Vanderburgh School Corporation and McGary Middle School have worked collaboratively with IDOE Technical Assistance throughout the 11-12 school year as a “Year 3 Priority School” in recognizing the urgent need for improvement. In collaborating with LEA support and IDOE’s School Turnaround Specialist, Troy Crayton, it was determined McGary lacked **clear and acute** priorities to provide direction for school improvement. This finding translated into a lack of shared vision with misaligned school improvement efforts across the school community. To address the lack of a shared vision, focus groups conducted by the technical assistance team revealed that school priorities at the time interviews were conducted (October 2011) focused predominantly on the “perception” of the school to others in the community. During the 2011-2012 school year, McGary Middle School enlisted its stakeholders, including staff, students, families, and community partners in a visioning process for the school. The shared vision for McGary Middle School became, “**Developing 21st Century Learners!**”

Pink (2005) shared the meta-ability to understand “relationships between relationships” (**big-picture thinking**) may be one of the most important skills for 21st century learning (p. 141). In Pink’s quotation, he reintroduces an essential element of preparing students for successful futures. McGary’s vision and initiatives, congruent with **Indiana’s “90-25-90” Goal**, has been a collaborative development process throughout 11-12. This vision exemplifies the importance of engaging students in learning tasks that tap emotional intelligence and its power to captivate and motivate. Empowering students to own their learning and develop upon their unique skills and talents is the foundation that will prepare students to be **college and career ready**. This vision has served as a catalyst for McGary to develop a **STE(A)M-Infused Foundation with Project-Based Learning (PBL)** as a key strategy. This 21st Century-oriented curriculum will focus on critical thinking, questioning/inquiry, collaboration, communication, and creativity, preparing students for a multitude of options on their college and career paths.

“Arts integration is the

What's the difference?

STEM approach	STEAM approach
Integrates science, technology, engineering and math to design products and solutions.	Emphasizes creative problem solving and innovation through language arts, visual arts and performing arts.
Most engaging for students who gravitate towards science and math.	Provides new access to science and math for those by tapping creative abilities and expression.
Teachers who do not teach science or math are not involved.	All teachers participate in meaningful whole school involvement.

Classroom project examples:

STEM approach	STEAM approach
7th grade science lab students calculate their body's stroke volume at rest and while active. (The stroke volume is the amount of blood that blood circulates through the body.)	Students in physical education class calculate their stroke volume through exercises. This information would then be brought to science class where the class discusses the meaning and how it applies to the human body.
7th grade science students study the human body with lab or some sort of dissection unit.	Each day in language arts, students apply the information they are getting from science and other subjects like physical education to generate a writing or art project on how the different human body systems come together.

<http://www.moundviewschools.org/pdf07/SchoolTalk-10%5b1%5d.pdf>

collaboration between the arts and other content areas resulting in a richer, more complete whole that fosters **deep, personal learning** in both areas simultaneously” (Arts Integration Training Institute, 2005). In *Champions of Change* (1999), this integration is most effective in high poverty, urban school settings, where students benefit from creative thinking being integrated into the curriculum through the STE(A)M Model. “The arts are an oft-neglected area of the curriculum that have a dramatic impact on student performance,” (Jensen, 2009, p. 118). Jensen (2009) concluded the infusion of arts builds attention and processing skills used in sequencing and manipulation of data, strengthens memory skills, and builds lifelong and transferable skills such as reading (p. 118).

The McGary community is invested in and positioned for changes that will result in significant increases in student achievement. The school adopted **TAP** to evaluate and reward teachers who excel in the classroom. McGary implemented TAP beginning in the 2011-2012 school year. The focus of TAP is to **improve teacher quality** in an effort to **increase student achievement**. TAP provides opportunities for professional growth, collaboration, school-based professional development, and promotions such as Mentor or Master Teachers in an effort to recruit and retain high-quality teachers. Furthermore, the program provides fair and rigorous teacher evaluations based on the TAP Teaching Skills, Knowledge and Responsibility Standards to identify strengths and areas for improvement in the classroom. Finally, the TAP system includes performance-based compensation based on the classroom evaluation, individual classroom growth, and school growth (National Institute for Excellence in Teaching, 2011; Schacter & Thum, 2005). Evaluations of TAP implementations in Arizona, Louisiana, South Carolina, and Texas show **increased student growth** in schools implementing the system (National Institute for Excellence in Teaching, 2011; Schacter & Thum, 2005; Schacter, Thum, Reifsneider, & Schiff, 2004). The TAP rubric is broken down and taught explicitly in cluster meetings. Strategies are first field-tested by Master teachers and modeled for staff to implement once proven successful in an action-research model. Follow up evaluations for all teaching staff (announced and unannounced) are scripted in detail and scored against the TAP rubric based on the scripted evidence with continuous monitoring of inter-rater reliability in Tap Leadership Team meetings.

Equity Model/NEA Priority School/TAP. McGary Middle School is one of three **Equity Schools** in the Evansville Vanderburgh School Corporation. The school adopted the Equity Process as a collaborative innovative approach that would address the **significant need for improved student achievement**. In choosing the Equity Process, the staff has already fully committed to the complete overhaul of their processes and practices and the implementation of the **required elements of the Transformational Model**. All required elements, including some permissible elements have already been introduced through the combined efforts of the Equity and **TAP Models** in place at McGary Middle School. The Transformational Model’s required and permissible elements will serve to significantly enhance and refine the efforts to improve the quality of curriculum and instruction. Utilizing a STE(A)M focus, the combined frameworks are intended to boost **teacher quality and efficacy**, use of data and site-based decision making, increase and intentionally align community partnerships, as well as support continued operational flexibility at a school that has already demonstrated success in stepping away from light touch reform efforts and implementing **school turnaround efforts**. These far-reaching efforts already in place at McGary Middle School make it well positioned for successful and immediate implementation of the Transformational Model’s elements for school turnaround. Additionally,

district personnel with high capacity to support and sustain schools implementing school turnaround efforts are already in place to support McGary in implementing this very rigorous school improvement model.

The model with STE(A)M alignment connects directly to the results of the **root cause analysis**. The focus is on student engagement/relevance, teacher quality, partnerships that address the need for students to identify and connect with a mentor to support college and career readiness, extending learning time for students and staff, as well as rewarding staff for their performance. STE(A)M implementation would be introduced in phases (see McGary STE(A)M Implementation Chart) so staff has time fully understand the principles of STE(A)M and to learn from Model teachers on site and plan accordingly.

McGary STE(A)M Implementation Chart

EXPLORATION: YEAR 1 (2012-2013)				
	What It Looks Like for Students	What It Looks Like for Staff	What It Looks Like For Leadership Team	Outcomes
De Vries Institute	*Select Students to Participate in STEAM Model Classrooms	*2-day jump start with Guest Faculty from DeVries Institute (Exec. Director for the Center of Community and Partnership, Oak Ridge National Laboratory) PLC with DeVries Partners to Support STEAM Curriculum STEAM TEAM will establish beginning relationships with key partners of the DeVries Group for establishment meetings in Year 1	*Monthly Leadership Team Learning Team Meeting with DeVries Executive Board Partners in close collaboration to identify external STEAM Partners Leadership Team will establish the STEAM TEAM group with the DeVries group	*To learn about current research in the field and similar initiatives occurring in the school district *To better understand each stakeholder's approach to creating and sustaining learning through hands-on experiences *To provide opportunities for DeVries committee members and teachers to form collaborative partnerships *To begin developing plans for future projects and collaborations
Project Lead the Way	*Site Visits to Schools Currently Implementing Project Lead the Way *Selection of Student Representatives for Project Lead the Way Team	*Site Visits to Schools Currently Implementing Project Lead the Way *PLTW Team Monthly Meetings for Exploration and Planning	*Site Visits to Schools Currently Implementing Project Lead the Way *Expand Current PLTW Partnerships Developed by the Center for Family, School, and Community Partnerships *Establish Contact and Relationships with Project Lead the Way	*To determine cost effectiveness of Project Lead the Way at McGary *Identify who will be trained and coordinate training for Summer of 2013 *To determine which program McGary will implement
Project Based Learning/Block Schedule	*Select Students to Participate in STEAM Model Classrooms	*Teacher Exploration through Professional Readings, Site-Visit Exploration, PLC Discussions and Mini-PBL activities as Directed by STEAM Leaders and Mentor	*Leadership Team Training and Development (Train the Trainers)	*Team will be trained and have a conceptual understanding of Project Based Learning to plan training for Fall 2013
STEAM Mentor	*Select Students to Participate in STEAM Model Classrooms	*Will Establish a Model Classroom based on the Principles of STEAM *Support STEAM Leaders in Cross-Curricular Planning and the Development of STEAM Plans	*Identify STEAM Mentor *Identify Professional Learning Opportunities for Personal Development	*Mentor will be trained in K-12 and PBL *STEAM Mentor will support the STEAM Leaders and Classroom Teachers in Evaluation of STEAM
STEAM Leaders	*Select Students to Participate in STEAM Model Classrooms	*Cross-Curricular Team will Collaborate and Develop Mini-STEAM Units to be Taught in a Model Classroom	*Monthly Coordination Meetings Aligned to a Strategic Implementation Plan	*STEAM Leaders will be trained in PBL and PBL *STEAM Leaders will implement STEAM Based Curriculum in their Classrooms
NASA Ignite	*Self-Selected Extended Learning Opportunities	*Teachers Supporting After School and Summer School will Participate in Training for Extended Learning Curriculum *Continuous Professional Development through NASA Ignite website *Ignite On-Board Training through Marston University	*Evaluate the Effectiveness of Ignite Program for Future Implementation	*Increased academic success in Science, Math, and Language Arts *Increased Interest in the areas of Science and Math *Provide STEM Exposure to Relevant careers, career paths and science exploration

IMPLEMENTATION: YEAR 2

What It Looks Like for Students		What It Looks Like for Staff	What It Looks Like For Leadership Team	Outcomes
de Vinci Institute	<ul style="list-style-type: none">* Opportunities for Implementation, Monitoring, and Evaluation* Students will Participate in STEAM Classrooms	<ul style="list-style-type: none">* Ongoing Partnerships Including de Vinci Members Collaborating with in the classroom as well as non-teacher teams to strategize STEAM* STEAM TEAM will develop partnerships with key partners of the de Vinci Group to implement pilot projects in Year 1	<ul style="list-style-type: none">* Monthly Collaborative Leadership Team Meeting with District Executive Board* Monthly meetings with STEAM Team for Evaluation and Reflection* Develop and Foster additional STEAM Partnerships	<ul style="list-style-type: none">* Students gain real life experiences and form meaningful relationships with de Vinci great partners* To expand collaborative partnerships* Implement new STEAM Projects and Reflect, Evaluate, and Refine for Year 2
Project Lead the Way (If Determined Possible in	<ul style="list-style-type: none">* Opportunities to Enroll in Foundational Course in PLTW* Students Representation for Project Lead the Way Team	<ul style="list-style-type: none">* Implementation of Foundational Course* Foundational Course Teacher will Develop Relationships with other PLTW Teachers forming a Network	<ul style="list-style-type: none">* Collaboration with other Middle School PLTW Programs and District Career Technical Ed.	<ul style="list-style-type: none">* Students gain experiences in pre-engineering* Increased academic success in Science and Math* Increased interest in the areas of Science and Math
Project Based Learning/PBL	<ul style="list-style-type: none">* All Students will Engage in STEAM Project Based Learning	<ul style="list-style-type: none">* Training in PBL Summer 2013* Teachers will implement Quarterly STEAM Mini Units	<ul style="list-style-type: none">* Leadership Team will train staff in Summer of 2013	<ul style="list-style-type: none">* Teachers will implement, reflect, and refine Mini Units for 2014 School Year
STEAM Mentor	<ul style="list-style-type: none">* Support Student Learning through Collaboration with Teachers	<ul style="list-style-type: none">* Support Teachers in Creating and implementing STEAM Mini Units	<ul style="list-style-type: none">* Work Through Leadership and STEAM Team to Provide Direct Support to Teachers	<ul style="list-style-type: none">* STEAM Mentor will support STEAM Leaders and Classroom Teachers and Support STEAM Projects
STEAM Leaders	<ul style="list-style-type: none">* All Students will participate in STEAM Mini Projects	<ul style="list-style-type: none">* Steam Leaders will work with Classroom Teachers to Develop Mini-STEAM Units	<ul style="list-style-type: none">* Will Continue Monthly Coordination Meetings Aligned to the Implementation Plan	<ul style="list-style-type: none">* STEAM Leaders will implement STEAM Based Curriculum in their Own Classrooms and Support Classroom Teachers as they implement their own mini STEAM Units
NASA Ignite (Dependent on Funding and Prior Evaluation of Effectiveness)	<ul style="list-style-type: none">* Self-Selected Extended Learning Opportunities	<ul style="list-style-type: none">* Teachers Supporting After School and Summer School will Participate in Training for Extended Learning Curriculum* Continuous Professional Development through NASA Ignite website* Ignite On-Board Training through Marion University	<ul style="list-style-type: none">* Evaluate the Effectiveness of Ignite Programs for Future implementation	<ul style="list-style-type: none">* Increased academic success in Science, Math, and Language Arts* Increased interest in the areas of Science and Math* Provide STEAM Exposure to Relevant content, career paths and space exploration

INFUSION: YEAR 3

INFUSION: YEAR 3				
	What It Looks Like for Students	What It Looks Like for Staff	What It Looks Like For Leadership Team	Outcomes
de Vinci Institute	*All Students are involved in one of the following: Information, Membership, or Extended Exploration	*Established Partnerships with de Vinci Group, focus from a Collaborative Model to Expert de Vinci Partner with Teachers Taking the Lead	*Monthly Collaborative Leadership Team Meeting with District Executive Board	*Increased Academic, Social, and Emotional Success as a Result of Meaningful Relationships and Real Life Experiences with Partners and Community
	*All students participate in STEAM Classrooms	*STEAM Team Continue to gather Partnerships to Support Advanced STEAM Projects	*Monthly meetings with STEAM Team for Evaluation and Refinement Develop and Foster additional STEAM Partnerships	*Collaborative Partnerships with New and Existing Partners Implement STEAM Projects Building Skills and Critical to Refine, Evaluate, and Refine
Project Lead the Way	*Opportunities to Enroll in Second Foundational Course in PLTW	*Implementation of Second Foundational Course Determine Elective Course for 2015-2016	*Collaboration with other Middle School PLTW Programs and District Career Technical Ed *Leadership Team will Collaborate with PLTW Team to Determine Elective Course for 2015-2016	*Students gain experiences in pre-engineering *Increased academic success in Science and Math *Increased interest in the areas of Science and Math
	Project Based Learning/PBL	*All Students will Engage in STEAM Project Based Learning	*Training in PBL Summer 2014 for New Teachers *Teachers will implement all STEAM Mini Units	*Leadership Team will train new staff in Summer of 2014 *Leadership Team will provide advance training or current pd for returning teachers *Shift focus from Strategic Plan to Sustainability Planning
STEAM Mentor		*Support Student Learning through Collaboration with Teachers	*Support Teachers in Creating and implementing STEAM Mini Units	*Work Through Leadership and STEAM Team to provide Direct Support to Teachers
STEAM Leaders	*All Students will participate in STEAM Mini Projects	*Steam Leaders will work with Classroom Teachers to Develop and Refine Mini-STEAM Units	*Will Continue Monthly Coordination Meetings Aligned to the Implementation Plan *Shift focus from Strategic Plan to Sustainability Planning	*STEAM Leaders will Continue to implement new PBL Units in their classroom through STEAM Based Curriculum and Continue to Support the STEAM initiative throughout the Building
NASA Ignite	*Self-Selected Extended Learning Opportunities	*Teachers Supporting After School and Summer School will Participate in Training for Extended Learning Curriculum *Continuous Professional Development through NASA Ignite website *Ignite On-Board Training through Marion University	*Evaluate the Effectiveness of Ignite Programs for Future implementation	*Increased academic success in Science, Math, and Language Arts *Increased Interest in the areas of Science and Math *Provide STEAM Exposure to Relevant content, career paths and space exploration

The Arts infusion of STE(A)M creates an environment of emphasizing and embedding skills needed for the 21st century. Typical school tasks presently assigned to students only require convergent or recall thinking skills. Creative thinking necessitates sophisticated cognitive action that involves more complex neuro patterning. Because successful students must be able to navigate an unpredictable future and find a variety of possible solutions to life's problems, diverse thinking and ideational fluency are instilled within the STE(A)M model (Hardiman, 2010).

2) Describe how the model will create teacher, principal, and student change.

While the required elements of a Transformational Model are already in place at McGary, implementing the SIG Transformational Model will afford the principal and school leadership team an **increased level of autonomy** to effect change that will positively impact student success with the necessary resources to do so through **drastic, turnaround principles**. The LEA and McGary school leadership team will be supported through additional technical assistance from a national school turnaround organization serving as an external partner (**Mass Insight/The School Turnaround Group**).

Additional **community partnerships** (i.e. Lampion, Youth First, Inc. Social Work) will serve to support students and their families' social and emotional needs. Teacher efficacy and content/professional application expertise will be increased by **collaborating with professionals in the STE(A)M fields** (da Vinci Institute—see appendices). **Da Vinci Institute** is a regional coalition of STE(A)M and educational professionals whose mission and vision is perfectly aligned with the work at McGary, which was realized after multiple meetings and a McGary staff presentation to da Vinci Institute's Board. The collective expertise within the da Vinci Institute partners include all Evansville post-secondary schools as well as professionals from several STE(A)M organizations, such as the Arts Council of Southwestern Indiana, The Evansville Museum of Arts, History, and Science, Tales and Scales, and the Evansville Vanderburgh School Corporation. This organization has already committed to partnering with McGary Middle school, including raising funds (\$8,450.00) to host a two-day **STE(A)M Summer Symposium** at McGary, which will include initial training for staff (see appendices).

A STE(A)M Team of teachers will create model classrooms demonstrating STE(A)M infusion; simultaneously decreasing student to teacher classroom ratios throughout the school. A professional development substitute who is trained and fully invested in the McGary vision for change will give staff the flexibility to grow professionally and collaborate with their peers without interfering with core instruction.

"Teachers, like all leaders, seek results that cannot possibly be achieved solely by their own efforts" (Dufour, R. & Marzano, R., 2011, p. 3). Additional embedded supports for staff (i.e. TAP Master/Mentors, Data Coach) will bolster the professional learning in cluster meetings as teachers learn to apply **research-based instructional strategies** in their own classrooms. Increased **data-driven instructional supports** will strengthen McGary teachers' and administrator's ability to determine the effectiveness of their intensive and concentrated turnaround efforts.

Hanushek (2002) states that the magnitude of differences among teachers is so great that within a single large urban district, "teachers near the top of the quality distribution can get an entire year's worth of additional learning out of their students compared to those near the bottom" (p. 1). Because **improving teacher quality** is imperative to raising student achievement, all teachers will implement **Individualized Growth Plans (IGPs)** beginning in 2012-2013. Teachers will set personal goals based on current student performance,

consistent observation, and feedback from their leadership team. Additional supports aligned with the implementation of the Transformational Model will reinforce **Career, Mentor, and Master Teachers**. The Master teachers will **field-test** specific strategies in order to differentiate professional growth support.

Additionally, upon implementing the Transformational Model, students will have the opportunity to participate in **380 additional hours** of extended learning afterschool and throughout the summer. The additional learning time will be tightly aligned to proven-instructional needs with a **STE(A)M-infused emphasis**. McGary's plan is to optimize existing "academic learning time" (Econorthwest, 2008) by ensuring the content of the additional hours gained through the extended time offerings aligns closely to the core instruction students receive throughout the day. Analysis of **Acuity** will be a strong catalyst for the design of extended learning offerings. **Achieve 3000**, a personalized learning platform, will further bolster continuous individual learning through technology and the corporation's one to one initiative. Planned summer learning opportunities including the implementation of **NASA Ignite!**™ beginning in the summer of 2012, extend the opportunities for students to participate in Project-Based, STE(A)M-focused learning.

A pilot STE(A)M teacher team will create a model STE(A)M infused classroom curricular lab program for other staff to observe. A key expectation of the model team during phase one of the transition to STE(A)M infusion will be to create a collaborative dialogue with staff members regarding the arts infused instructional program and how it relates to effective instruction in general. Additional personalized professional development and training will be embedded for staff, as necessary, in phase one (2012-2013). Teachers will be freed up by the professional development substitute, as necessary, to co-plan with teachers who choose to begin infusing STE(A)M immediately into their core curriculum (see Appendices A and B). Partnerships from the professional field, coordinated by the da Vinci Institute, will provide a unique professional learning experience for the STE(A)M Team and McGary Staff (see Appendices J and K).

EVSC'S Transformational Efforts to Target Determined Needs: Overview of Required Elements

A. Develop Teacher and Leader Effectiveness

1a. Replace the principal who led the school prior to implementing the model.

A new principal will begin at McGary Middle School and open the 12-13 school year. The recruitment and selection McGary Middle School's new principal, Tammy Dexter, was of highest importance to the successful turnaround of the school. During her short tenure as a turnaround leader at Glenwood Leadership Academy, Mrs. Dexter led the school to double-digit gains on the ISTEP+ at multiple grade levels (see Fig. A) and an overall schoolwide double-digit gain in Mathematics.

Fig. A - Double-Digit 2012 ISTEP+ Gains at Glenwood - Principal Tammy Dexter's Leadership

Grade	School	English/Language Arts Gains	Math Gains
4	Glenwood		32%
6	Glenwood	21%	12%
8	Glenwood	12%	17%

A subgroup of the Superintendent's Executive Leadership Team recognized Ms. Dexter as a proven leader who could drive a school turnaround effort and had evidence of her ability to lead a school toward drastically impacting student achievement. The sub-committee also recognized the need to identify a leader who could mobilize McGary's staff relative to **Mass Insight's three HPHP Readiness Domains of Readiness to LEARN, Readiness to TEACH, and Readiness to ACT**. In fact, Mrs. Dexter received special training with consultants from **Mass Insight's School Turnaround Group** during the summer of 2011 at Brown University as well as additional guidance and support from **Dr. Kenneth Wong**. Considering carefully the building culture, current initiative and school improvement needs, and the skills necessary to make turnaround a reality, Tammy Dexter was the best candidate and uniquely suited to move McGary forward.

New principal, Tammy Dexter, has already demonstrated success as a turnaround leader in implementing a Transformational Model in a K-8 school for two years. She was a participant in the **EVSC's Learning Leadership Cadre with Brown University** and is currently completing her **Ed S at Indiana State University**, where she also has started coursework in the **Transformational Urban Leadership Ph D program**. As a former counselor and high school English teacher, Tammy has a wide variety of experiences with curriculum and instruction as well as with students, families and community partners. While principal at Glenwood Leadership Academy, Tammy led the school into a newly renovated building with a different grade level configuration that required the merging of two staffs (K-5 and 6-8). Because of the critical need to increase student learning, Ms. Dexter guided the implementation of TAP, the creation of an alternative Twilight program, and the oversight of the 1003g Transformational Model.

2a. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. (Evaluations are developed with teacher and principal.)

Individual Summary

District Name: Evansville Vanderburgh Coram Schools

School Name: McGary Middle School

2011-2012 School Year

Teacher Name:

SKR Score #

	Evaluator Score	Self Evaluation	Evaluator Type
Evaluation #1 -			School Administrators
Designing and Planning Instruction (DPI)			
The Learning Environment (LE)			
Instruction (I)			
Evaluation #2 -			Mentor Teachers
Designing and Planning Instruction (DPI)			
The Learning Environment (LE)			
Instruction (I)			
Evaluation #3 -			Mentor Teachers
Designing and Planning Instruction (DPI)			
The Learning Environment (LE)			
Instruction (I)			

Responsibilities Score

Rubric Weights

	Career	Mentor	Master
Designing and Planning	15	15	15
The Learning Environment	5	5	5
Instruction	75	60	40
Responsibilities Score	5	20	40

Weights of Evaluator Scores

Evaluator Type	% of Score
Administrator	35
Master	35
Mentor	20
Self Evaluation	10

The TAP System implemented at McGary takes student achievement into consideration as part of its evaluation system. The TAP rubric and system is taught explicitly to teachers as part of weekly cluster meetings. Continuous embedded supports for mastery of instructional growth during pre- and post- classroom observations target the growth of student achievement.

The extensive research on teacher quality has led to two conclusions. First, there are large and significant differences among teachers in terms of their capacity to improve student achievement. Second, these differences are not captured by common measures of teacher qualifications (E. A. Hanushek,

Teacher quality, in: L.T. Izumi, W. M. Evers (Eds.), Teacher Quality, Hoofer Press, Palo Alto, CA, 2002, p. 1-12). The McGary staff identified the TAP System for Teacher and Student Advancement as the model that would provide increased teacher support, professional development, evaluation and compensation for student performance based on the ISTEP+ Indiana Growth model.

In a collaborative effort with the teachers' association to transition into the TAP model, only some EVSC teachers in TAP schools will continue to be evaluated by both the TAP and EVSC evaluation tool during the 2012-2013 school year. The EVSC evaluation system has a clear and systematic pathway for those who have not improved after supports for improvement have been provided. The TAP system relies on the district evaluation system in cases where removal is appropriate.

The ongoing evaluation of every staff member through the TAP process provides targeted assistance throughout the year. Teachers who have not shown adequate performance through the TAP evaluation system or EVSC evaluation tool will work through a plan of improvement with intensive support and feedback from school level leadership. The LEA also serves as additional support to the principal as needed during plans of improvement (Marzano & Waters, 2009, p. 4).

Upon completion of the plan of improvement, the administrator will re-evaluate using the district evaluation tool and recommend the teacher for retention, probation, or termination.

3a. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. grad rates.

In The staff-selected TAP model of compensation for student performance will continue to be used in the 12-13 school year of implementation. The TAP model for evaluation and performance-based compensation will create structure and additional supports for McGary Middle School. The TAP System:

- Adds a research-based compensation system based on roles, responsibilities, and student achievement.
- Provides opportunities to earn bonuses each year based on performance in the classroom, student achievement gains, and the entire school's achievement growth.
- Incorporates Master and Mentor Teachers, who can receive additional compensation for their added roles and responsibilities.
- Adds a performance-based reward structure for school-level administration.

TAP's Elements of Success



Achievement Award Weights

For the career teacher *with* student achievement data, the award pool monies will be allocated as follows:

- » 50% Skills, Knowledge, and Responsibilities
- » 30% Classroom achievement gains
- » 20% School achievement gains

For the career teacher *without* student achievement data, the award pool monies will be allocated as follows:

- » 50% Skills, Knowledge, and Responsibilities
- » 50% School achievement gains

For the mentor teacher *with* student achievement data, the award pool monies will be allocated as follows:

- » 50% Skills, Knowledge, and Responsibilities
- » 30% Classroom achievement gains
- » 20% School achievement gains

For the mentor teacher *without* student achievement data, the award pool monies will be allocated as follows:

- » 50% Skills, Knowledge, and Responsibilities
- » 50% School achievement gains

For the master teacher *with* student achievement data, the award pool monies will be allocated as follows:

- » 50% Skills, Knowledge, and Responsibilities
- » 30% Classroom achievement gains
- » 20% School achievement gains

For the master teacher *without* student achievement data, the award pool monies will be allocated as follows:

- » 50% Skills, Knowledge, and Responsibilities
- » 50% School achievement gains

Performance award weights will be distributed accordingly to level of position (Career, Master, Mentor) and will differ in proportions based on whether or not the teacher has student achievement data (See Achievement Award Weights).

Under the TAP model, \$2500 per teacher will be added into a performance

bonus compensation pool that will be distributed according to the Achievement Award Weights in alignment with TAP guidelines. An additional \$500 per teacher would be available per staff (connected to the TAP observation scores).

The TAP Principal can earn up to an additional \$10,000 based on 30% Principal Effectiveness Measure, 20% TAP Leadership Team Rubric, and 50% Schoolwide Value Added.

4a. Remove those who, after opportunities have been provided to improve, have not.

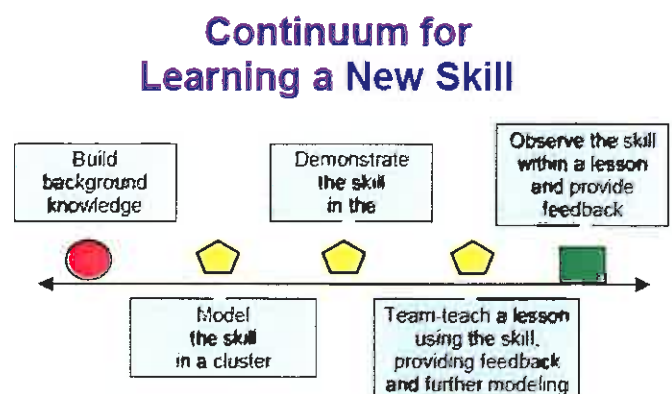
The national TAP system relies on a second, local evaluation system in cases where teacher removal is appropriate. EVSC teachers up for EVSC Evaluation as well as teachers whose TAP evaluation scores have transitioned them into a program of improvement will continue to be evaluated by both the TAP and EVSC evaluation tool during the 2012-2013 school year unless the building principal chooses to evaluate all (or select) teachers using both methods. (The latter is allowed if all teachers are notified in a timely manner at the beginning of the year.) The EVSC evaluation system has a clear and systematic pathway for dismissal for those who have not improved after opportunities for improvement have been provided (see alignment diagram in appendices).

The ongoing evaluation of every staff member through the TAP process provides targeted assistance throughout the year. Teachers who have not shown adequate performance as measured by the TAP evaluation system or EVSC evaluation tool, will design and implement their personal program of improvement with intensive support and feedback from school level leadership. The LEA also serves as additional support to the principal as needed during plans of improvement (Marzano & Waters, 2009, p. 4).

Upon completion of the program of improvement, the administrator will re-evaluate using the district evaluation tool and recommend the teacher for retention, probation, or termination.

5a. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed with school staff

“When school personnel routinely evaluate, invent, and implement new practices, when those changes are motivated by and consistent with reform, and when teachers’ professional communities and development are supported by the schools, change can be sustained” (Carpenter et al., 2004). In response to this research, the Evansville Vanderburgh School Corporation will sustain reform in McGary Middle



School by providing ongoing and intensive professional development, fostering strong leadership from within school communities, encouraging collaboration both between teachers and between teachers and administrators, and committing adequate resources over the long-term. The EVSC will give operational flexibility in allowing the school's design of increased learning time to include teacher professional development days and will incorporate time for planning into the school day for collaboration.

In addition to commitments of materials and time, NCISLA researchers found that "schools and districts enhance their capacity for change if they promote leadership for teachers" and "recast administrative roles as facilitators rather than as managers" (Carpenter et al., 2004.) According to Reeves (2008), "the relationship between

School Meeting Schedule

Monday

School	Cluster	Time
McGary Middle School	Setup Cluster	
McGary Middle School	English/Language Arts	7:30 AM - 8:30 AM
McGary Middle School	Math and Science Cluster	1:15 PM - 2:05 PM

Tuesday

School	Cluster	Time
McGary Middle School	Social Studies and Related Arts	9:20 AM - 10:10 AM
McGary Middle School	Math and Science Cluster	1:15 PM - 2:05 PM

Wednesday

School	Cluster	Time
McGary Middle School	English/Language Arts	7:30 AM - 8:20 AM
McGary Middle School	Social Studies and Related Arts	9:20 AM - 10:10 AM

Thursday

School	Cluster	Time
McGary Middle School		3:00 PM - 4:00 PM

leadership and student achievement is profound and significant" (p. 13). Drawing from the work of Jim Collins, Rick DuFour, Robert Marzano, and Douglas Reeves, the EVSC currently builds the capacity of teacher leadership in a number of ways, including the development of the Learning Leadership Cadre (LLC), a capacity-building two-year cohort of teacher leaders in partnership with Dr. Ken Wong from Brown University. All members of the McGary administrators and Master Teachers will have successfully completed the LLC program.

STE(A)M Infusion. The transition to full infusion of STE(A)M will occur in three phases: Year one (2012-2013) will lay the foundation for integrating the STE(A)M elements into the curriculum and continually strengthened in subsequent years through intentional, well-articulated instruction within STE(A)M pilot lab. (See pages 34-35). A team of STE(A)M Model Teachers will provide embedded professional development available each day for the faculty. The Model Teachers will be assigned students and pilot STE(A)M infused project based learning (PBL) strategies within their classrooms. In order to provide and further develop an understanding of the benefits of infusing STE(A)M concepts, current staff will have the opportunity to observe the model team working with a classroom of McGary students. The da Vinci Institute will endeavor to connect professionals in the various STE(A)M fields to provide relevance and bring real-world experiences to McGary students.

Principal Training. In addition to participating in all district and site-level training alongside teachers, principals will also receive intensive support and training by a distinguished mentor principal. The district's HPHP-Aligned Instructional Support Team will provide additional technical resources to the principal of McGary and the leadership team.

Focused and Systemic Professional Development. Teachers, staff, and the school leadership team will participate in purposefully structured and systemic professional development opportunities with a clear focus on:

- Embedded, ongoing, and team-oriented collaboration.
- Cluster groups led by experts.
- Ongoing classroom-based support with feedback and coaching.
- Prior restructuring of school day to have TAP teachers to participate in weekly cluster group meetings.
- Focus on examining student data together, collaborative planning, and taking action on results of inquiry.

6a. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff

Bonuses, classroom mini grants, opportunities for multiple career ladders, and flexible work conditions are three unique strategies McGary would implement with SIG to recruit, attract, and retain staff.

McGary implements a performance-based compensation model (TAP). Under the TAP model, \$2500 per teacher will be added into a performance bonus compensation pool that will be distributed according to the Achievement Award Weights in alignment with TAP guidelines. An additional \$500 per teacher would be available per staff (connected to the TAP observation scores). The TAP Principal can earn up to an additional \$10,000 based on 30% Principal Effectiveness Measure, 20% TAP Leadership Team Rubric, and 50% Schoolwide Value Added.

Classroom mini-grants of \$1,000 would also be made available to staff to purchase classroom instructional materials/equipment and use as long as they are teaching at McGary. Mini-grants would be particularly helpful in interviews to share a unique opportunity that is available at McGary.

The TAP model offers multiple career ladders for teachers who are demonstrating success. TAP Mentor and Master teachers have the opportunity to remain connected to the classroom while assuming teacher leadership positions and receiving additional compensation. Mentor and Master Teachers placed at TAP schools are recruited and treated as high priority positions at McGary and as well as at the district level. All applicants screened prior to formal interviews to find the very best candidates to place in this role.

As an Equity School, teachers at McGary are given flexibility to determine the schedule for the increased learning time for staff and students. Each year the staff determines the school calendar, which includes increased learning time opportunities for staff and students based on student academic needs and funding availability.

Educational research consistently shows student achievement is most closely tied to teacher quality. Haycock (1996) concluded, “in the hands of our best teachers, the effects of poverty and institutional racism melt away” (p. 11). Additional resources and human capital are necessary in chronically low-performing, high poverty schools to target teacher quality and provide equity, which is their most pressing need. A considerable body of research cites the quality of teaching as the most important factor affecting student achievement (Nye, 2004; Hattie, 2008; Marzano, 2003, Rivkin, 2005, Marzano, 2003).

EVSC has experienced data consistent with national trends in schools with a low socioeconomic status (SES), including:

- Increased teacher attrition (Econnorthwest, 2008)
- Higher teacher absences
- Inflated levels of inexperienced teachers (Nye, Konstantopoulos, & Hedges, 2004, p. 254)
- Decreased teacher self- and collective-efficacy
- Increased behavioral, social, and emotional needs in students
- Disproportionality of special education identification, student suspension, and achievement results

The teacher attrition rate at McGary Middle School has been at an all time high. Only 60% of the 10-11 staff returned from the year prior; and 50% of the 10-11 staff returned during the current 11-12 school year. In fact, only 31% of current McGary teaching staff have taught at McGary for three or more consecutive years. Incentives for recruiting, retaining, and attracting high quality teachers is critically important for McGary’s improvement and sustained success. “The problem is most acute in the nation’s high minority, high poverty, and low performing schools . . . at-risk schools are in a constant cycle of rebuilding their staff” (National Commission on Teaching & America’s Future, 2011). The needs at McGary mirror this cycle associated with underperforming schools.

B. Increasing Learning Time and Creating Community-Oriented Schools

1b. Establish schedules and implement strategies that provide increased learning time

McGary "Extended" School Calendar Days:	Student Attendance on Additional Days:
5/26/11	93%
5/27/11	91%
5/31/11	83%
6/1/11	86%
6/2/11	84%
6/3/11	77%
6/6/11	82%
6/7/11	81%
6/8/11	86%
6/9/11	85%
Total 10-11 Average for Extended Calendar Days:	85%

EVSC Transformational Schools- Increased Learning Time

In studying data from McGary's prior extended student calendar days, it was determined that a more effective and more engaging method of increased learning time should be considered. After seeking input from multiple stakeholders, it was determined adding additional time (up to two hours) after the school day with activities that leverage students to want to stay at school as well as four weeks of summer program

options created with student voice and choice would be the most effective method to increase participation and student achievement. Additionally, teachers will have three additional days for professional learning and collaboration. This would add a total of up to **380 student hours** and **24 additional staff hours** throughout the year. The team utilized USDOE's Federal 1003(g) SIG Guidance (2012), which states that increased learning time can be defined as before- and after-school instructional programming with well-designed programs expanding learning time by a minimum of 300 hours per school year (p. 24). McGary's leadership team understands this is a critical element to be planned properly, designed around academic needs, and offered to all students. Additionally, the goal is to engage 100% of students to choose to stay for increased learning time opportunities.

In seeking input from families (see Appendices), one of the most critical needs shared for learning, particularly extended learning, is for students to have experiences connected to college- and career-readiness. Families shared an interest in developing increased community partnerships to support students having more exposure to the various fields. McGary's vision to develop 21st century learners closely aligns with the **Common Core State Standards** in integrating STE(A)M **college- and career-oriented experiences** as well as rigorous content and application of knowledge through higher-order skills .

Integrating the arts into the curriculum will give students the opportunity to develop the 21st century learning skills of critical thinking, creating, communicating, and collaborating with school peers. Utilizing technology, it is the intention to foster collaborative partnerships with local, national, and international schools. Helping students to understanding the benefits of becoming global learners and developing an appreciation of diversity is a goal for the extended learning as well. Providing students with opportunities to partner with community businesses is a long-term goal of this grant. For example, eighth grade students could select an area of interest and the STE(A)M Opportunities Specialist would work with the student, family, and local business to arrange an "externship" after the regular school day. Bus tokens could be provided for transportation to the business and home during the length of the externship. An example would be a student interested in video production working with a local television network for a period of

6-9 weeks two days a week as the newscast is developed. McGary will offer an in-house network for daily announcements for students to write, research, and produce. A designated production studio will ensure that students have the equipment and space engage multifaceted skillsets in the collaborative process of video production.

2b. Provide ongoing mechanisms for family and community engagement.

Following 15 years of success in developing community schools, the district has embraced the full service community school strategy as a means for achieving student success. EVSC has received numerous accolades including national recognition by the Coalition for Community Schools. Moreover, EVSC's full service community school work serves as an example to other communities throughout the nation. In order to strengthen the model, however, additional steps must be taken related to family engagement.

The intentional inclusion of parents and families as partners in their child's education "is critical for the successful implementation of any intervention associated with closing the achievement gap and increasing graduation rates. ... However, unless parent and community involvement in education is deliberately planned and connected to a school's and district's academic goals for students, such efforts may not product the desired results" (California Action Team Plan, 2009).

In order for family engagement to be a purposeful and meaningful element of school transformation, it is critical effective strategies be embedded and implemented within the culture of McGary School. Families will be better positioned to support their child's education, and school staff will be better prepared to work with parents and families, which will lead to improved student success. Research shows that family involvement is positively related to student achievement, with student benefits including higher GPA and standardized test scores, increased credits earned, better attendance, increased enrollment in rigorous academic programs, and improved behavior, social skills, and adaptation to school (Henderson & Mapp, 2002). Further, Bryk et al. (2010) identify five essential ingredients for successful school reform: (1) principal as the driver of change; (2) ability to build professional capacity; (3) student-centered school climate; (4) coherent curriculum, and (5) real family and community engagement. Byrk states that one cannot expect successful reform without all of the five ingredients.

Unfortunately, most schools do not focus on intentional, meaningful family engagement and fail to see parents as true partners. EVSC made a conscious decision to utilize RtI due to its highly structured components and extensive evidence base. Specifically, the RtI framework provides a consistent, methodical process for linking families with supports. The literature highlights the success of RtI both systemically (Burns et al., 2005) and on individual students (e.g., Burns et al, 2005; Rock & Zigmond, 2001). However, the connection of RtI to systemic family engagement offers an innovative approach to service delivery.

Beginning in the 12-13 school year, the EVSC will initiate a systemic family engagement model using the Response to Intervention (RtI) framework. This proposed model includes six primary strategies: 1) RtI integration/ intervention development; 2) technology/data collection; 3) instructional staff training; 4) community engagement alignment; 5) communication with families; and 6) enlisting family engagement and RtI experts. Many school districts across the nation have adopted the RtI framework to organize their academic and social/emotional resources (Carney & Stiefel, 2008). Under RtI, research-based curriculum and behavioral interventions are organized

into 3 tiers (Thomas & Dykes, 2010). Generally, the first tier (universal) focuses on 80 percent of students. Tier 2 (targeted group) interventions are designed to help those students with a little higher level of need and tier 3 (individualized) approaches are designed for students who need the most support in order to succeed (Clark & Gilmore, 2010; Flynnardt & Richardson, 2010; Thomas & Dykes, 2010). When families are engaged in their child's education and partnering with the school, students do better academically (Henderson & Mapp, 2002). Therefore, the EVSC believes that there must be an explicit integration of family engagement strategies with academic, social and emotional supports to maximize student success. We propose a systemic family engagement model utilizing RtI. Specific goals, objectives, and strategies are detailed (see EVSC RtI-Aligned Family Engagement Model).

EVSC RtI-Aligned Family Engagement Model (Goals, Objectives, and Strategies)

GOALS AND OBJECTIVES/OUTCOMES:	
Goal One:	<p>Increase students' academic achievement and high school graduation.</p> <p>Objectives/Outcomes:</p> <p>1.1 To increase the percentage of students who meet benchmark or demonstrate progress on formative assessments (e.g., reading/language arts, mathematics) from the beginning to the end of each school year;</p> <p>1.2 To increase the percentage of students who meet proficiency on summative assessments (e.g., reading/language arts, mathematics) in spring of each school year;</p> <p>1.3 To increase the percentage of students who demonstrate growth on summative assessments (e.g., reading/language arts, mathematics) from the prior academic year (based on growth model);</p> <p>1.4 To increase the percentage of students who graduate high school.</p>
Goal Two:	<p>Increase conditions to support student learning within the school and community.</p> <p>Objectives/Outcomes:</p> <p>2.1 To increase family engagement that supports student success (e.g., School-level Family Engagement Subscale administered in February of each school year);</p> <p>2.2 To increase behavioral, affective, and cognitive engagement among students (e.g., School-level Student Engagement Surveys, attendance, suspensions);</p> <p>2.3 To improve school climate and culture (e.g., School-level Climate/Culture Subscales: Student-Staff Relations, Welcoming Environment, and Safe School Environment administered in February of each school year).</p>
Goal Three:	<p>Increase instructional staff knowledge and use of research-based practices related to high quality family engagement strategies.</p> <p>Objectives/Outcomes:</p> <p>3.1 To increase instructional staff members' knowledge and sense of efficacy related to the use of family engagement practices;</p> <p>3.2 To increase instructional staff use of RtI for linking family needs to services.</p>
STRATEGIES:	
Strategy One:	<p>RtI integration and intervention development.</p> <p><i>Intentional parent/family involvement strategies will be embedded within the district's RtI framework. This year, the district created an RtI team, consisting of the Director of Professional Development, responsible for academics, and a school psychologist, who oversees the behavior support. The RtI team will identify family engagement strategies for each tier using the National Center for RtI's family support framework and Epstein's (2002) six types of family involvement: 1) learning at home, 2) parenting plus, 3) communicating, 4) collaborating with the community, 5) volunteering, and 6) decision-making. Through this process, EVSC will ensure all tiered interventions are research based and designed to support the family roles in children's learning and academic success.</i></p>
Strategy Two:	<p>Technology and data collection.</p> <p><i>According to Thomas and Dykes (2010), "technology is an integral part of all tiered intervention systems because it is essential to... [managing] the large amounts of data generated" (p. 5). A comprehensive data system will link families with the appropriate supports, which will prevent failure and allow families to remain engaged with the educational system. To achieve these goals, the system must be user-friendly and allow for tracking across schools. Because no available software integrates family engagement supports, a software package must be designed specifically for this purpose, and this project will allocate resources to support the development or adaptation of a software program. This data system will also be used to support a comprehensive external evaluation of the model.</i></p>
Strategy Three:	<p>Instructional staff training.</p> <p><i>The RtI team will coordinate professional development for instructional staff. The EVSC has put into place a district-wide coaching model that employs academic coaches who embed professional learning within the everyday context of teachers and school staff.</i></p>
Strategy Four:	<p>Communication with families.</p> <p><i>We recognize that strong communication is a key component to engaging families and that improving communication requires school materials that are easy to read and school processes that are understandable.</i></p>
Strategy Five:	<p>Aligning community engagement.</p> <p><i>During the last 15 years, the EVSC has established itself as a leader in community schools. Through this work, the EVSC partners with more than 80 community agencies, and through these partnerships, numerous programs and services are offered to students/families. Partners will organize programs using RtI.</i></p>
Strategy Six:	<p>Enlisting family engagement and RtI experts.</p> <p><i>In an effort to build district capacity to support this model, the EVSC enlisted the National Center on RtI to support initial development. Further, teachers, families, and staff will receive support from national family engagement expert Anne Henderson, a senior consultant with the Community Organizing and Engagement Program at the Annenberg Institute for School Reform who is renowned for her writing and research on family engagement.</i></p>

STE(A)M-Infused Possibilities for Family and Community Engagement. Each individual walks into the classroom with skills and experiences unlike anyone else. More often than not, children of poverty typically do not have the opportunity to enjoy enriching academic experiences. Because **background and prior experiences** provide an anchor to which students create new meaning and build capacity to learn, students who have not had these experiences are at a considerable disadvantage in an academic setting (Marzano, 2004). The STE(A)M model provides encounters and **core experiences** that not only afford the student the “academic” experience itself, but are intentionally designed to include connections to a student’s limited or non-academic background knowledge. As a result, the new knowledge is more likely to make sense in the child’s culture and therefore become part of the permanent memory. Intentional connection is critical to acquisition of knowledge and too often ignored. Teaching disconnected bits of information and not connecting to student culture and community is like “asking students to put together a jigsaw puzzle without ever having seen the overall image” (Hardiman, 2010, p. 239).

Relationship Development as an Essential Element. Research indicates human connections that foster trusting relationships are vital to the learning process. In the root cause analysis, it was determined that creating positive interactions between adults and students is critically important and must be developed with intentionality. Whether students learn in school is dependent on factors associated with the complexity and relevance of the content, but more importantly the skill and attitude of the teacher to promote and cultivate hopeful, optimistic thinking (2009).

Stakeholders and Site-Based Decision Making. Bringing families and other stakeholders together is essential to addressing the multitude of needs ever present in the McGary School community. Effective communication is the key. McGary School has a SITE Council that meets monthly. The McGary School SITE Council is comprised of school staff, parents, and representatives from community organizations. This collaborative group examines school data and assesses needs. They work specifically to align community resources to the needs of schools, students, and families. Families and stakeholders are essential to the process of site-based decision making. Addressing needs that have been identified by data and collaborating together increase the likelihood of meeting students where they are and moving them forward.

In order to achieve this full community support, district leadership is coordinated and directed by EVSC’s Associate Superintendent of Family, School, and Community Partnerships, who leads EVSC’s Center for Family, School, and Community Partnerships. In concert with the Center, school principals as well as and members of the district’s Instructional Support Team (IST) help define and implement meaningful family engagement and will continue to work closely with all stakeholders, including area businesses, parents, teachers, staff, and students. A shared vision for transforming teaching and learning in our targeted schools has been defined. As part of our efforts to realize this vision, the EVSC transformation schools will partner with local organizations (i.e. Evansville Teachers Association, The da Vinci Group, Lampion, Youth First, Inc.) in providing ongoing mechanisms for family and community engagement (see appendices for partnership agreements and other related documents).

The EVSC and McGary staff have collaborated to create numerous opportunities for parents to share ideas on ways they would like to see the schools improve. An effective parent/family partnership is “an ongoing relationship rather than a program or event”. Communication between the school and the home includes five essential topics: 1) what the school can expect from parents; 2) what parents can expect from the school; 3) how the parents’ child is progressing; 4) how the school can help the parents; and 5) how the parents can help the school (Redding, 2006, p. 159).

In preparation for the grant and as a continuing process, parent and other stakeholder input was sought out by both the LEA and McGary Leadership Team. Surveys were utilized to provide instant feedback and ideas on how to improve. The district’s website and the school district Facebook page posted information specific to transformational schools and intentionally solicited input from parents (see Appendix D). Phone blasts were initiated to seek parent and student input regarding school reform and the transformational models (see Appendix C). Using an interview format, representatives of the LEA also made calls to families to request input. Parents and guardians provided ideas that guided the decision-making regarding the content of the new grant. Parent input included suggestions regarding increased opportunities: more learning experiences outside the school, more hands-on learning opportunities and technology, and even more individualized support for students who are struggling.

Specific dollars have been budgeted in this proposal for McGary’s Family and Community Engagement efforts, including a Family Community Outreach Coordinator, professional development dollars for family engagement purposes, RtI supports, and substitute costs so staff and families can collaborate and conference discuss student learning.

C. Comprehensive Instructional Reform Strategies

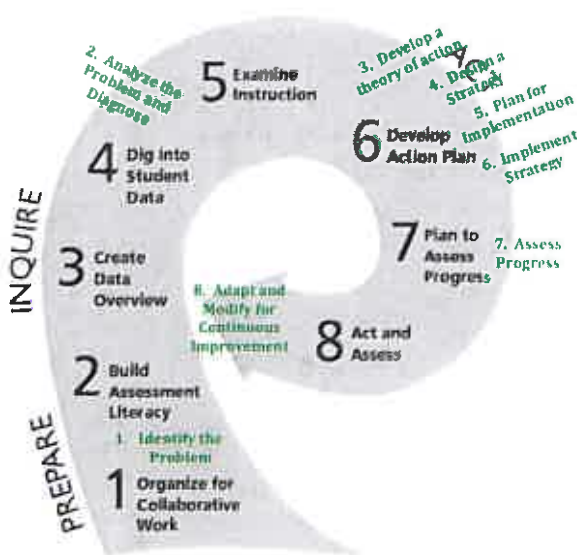
1c. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

The EVSC is moving to a structure of vertical alignment from Preschool through high school, into College and Career Readiness. This has grown out of many school feeder districts developing this process of both horizontal and vertical alignment as part of collaborating by high school feeder districts in **EVSC Performance Management Sessions (p. 52)**. Out of this collaboration, the need was recognized for a Guaranteed and Viable Curriculum across the district. A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level (Marzano 2003). It is one of the most important things a school can do to enhance student learning. In the 11-12 school year, the LEA supported school staff (including McGary) in curriculum mapping for English/Language Arts and Mathematics. Teachers provided input in the development of quarterly districtwide maps of student learning priorities. At the school level, teams had the flexibility to use these maps as a guide for developing their own units of instruction that are focused, rigorous, coherent, and are tailored to the specific needs of their students.

McGarry Middle School is part of the Harrison District Team, which is vertically and horizontally aligned via the PreK-12 feeder district pattern. Working collaboratively, the Harrison Feeder District has aligned practices and strategies to create continuity within Language Arts and Mathematics. The EVSC will continue to support McGarry throughout the curriculum alignment process and in preparing for the transition to Common Core State Standards. As a whole, the district has made curriculum alignment a priority. EVSC has supported principals and leadership teams through specific professional development and embedded follow-up around planning and preparing for the Common Core State Standards and district-wide common/formative assessments based on learning targets contained in the Guaranteed and Viable Curriculum. In order to strengthen teacher understanding of the rigor of the Common Core, the district provided PARCC-like assessment items for teachers to include in their instruction. ELA and math items and scoring rubrics were available to schools both first and second semester.

The EVSC Equity School model has provided McGarry the opportunity to thoroughly analyze the school's instructional program, align vertically with state standards including the transition years. School staff utilized school and classroom level data, identified instructional strategies that met needs and created formative and summative assessments. The TAP System for Student and Teacher Advancement provided an infrastructure that teachers used to review the instructional program was thoroughly and begin the process of transitioning to the Common Core State Standards.

2c. Promote the continuous use of student data to inform and differentiate instruction



The EVSC support structure aligned to the **HPHP Readiness Model** domains will continue to promote the continuous use of student data at the McGarry (including formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of each individual student at the school.

The McGarry staff has had continuous, embedded training in **Data Wise**, an 8-step ongoing process protocol for collaborating around data inquiry through **preparation, inquiry, and action**. Additionally, the leadership team has worked closely with IDOE technical assistance in

aligning their work in this area with the Mass Insight Framework.

Note. Taken from Data Wise A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning

The cyclical nature of the improvement process is visually represented in what is referred to as The Backwards 9. The cycle begins looking at the data and staying very low on the level of inference. This is followed by an inquiry process in which teams investigate patterns in the data that may indicate problems with the teaching and learning in classrooms. Action follows based on what the staff has learned from the inquiry process. The cycle loops back by assessing and returning to a previous step in the **inquiry cycle**.

Currently, teachers have a cohesive system in place for ongoing collection and use of both formative and summative student data to inform and differentiate instruction. This system includes:

- Student-centered, systemic professional development.
- Embedded, ongoing, and team-oriented practices.
- Cluster groups led by experts.
- On-going, classroom-based support with feedback and coaching.
- Restructuring of school day to have TAP teachers to participate in regular Cluster Meetings.
- Focus on examining student data together, collaborative planning, and job-embedded support.

The LEA will also provide support for the school to increase the use of IDOE's online portal, the *Learning Connection*, in order for McGary to advance the strategic use of data described above. Additionally, the LEA will guarantee that the school is using a Root Cause Analysis process created/approved by the Indiana Department of Education and provide technical assistance as needed. Additional data-driven supports include the following:

Performance Management. EVSC performance management sessions look deeply at data and outcomes for each school and high school attendance district in order to bring about change for student success.

The goal of performance management is the continuous improvement of the EVSC educational environment as it addresses all aspects of student growth. The EVSC performance management sessions provide a forum of open communication for the distribution of information focusing on school issues. The setting is one that promotes **accountability and transparency** as schools become active in sharing their efforts to address student improvement. At forefront of the performance management sessions is the use of data to support topic information and guide decision-making. Specifically, the use of data is present at every stage of the session from preparation of the presentation, to session questions and discussion, and finally in addressing action items. The success of the sessions has resulted in a new approach to student achievement by focusing on the vertical alignment of schools within each high school attendance district and their unique contributions to factors that influence student growth. **McGary's performance management** sessions take place in collaboration with its feeder district schools for Harrison High School. With the receipt of a Transformational Model, quarterly benchmark checkpoint sessions would take place to measure school progress through a mini-PM style session including outside

evaluator Diehl Consulting, who will prepare quarterly report cards toward benchmark goals as talking points for the sessions.

Data Tools. Two data sources (the **data warehouse** and a teacher **data dashboard** called “DASH”) provide easily accessible information-gathering tools for teachers and administrators. These tools have a three-way benefit of impacting instruction, decision-making, and accountability. Through the use of these tools, McGary educators are able to easily navigate through massive amounts of data and transform them into information for knowledge-based decision making. Having the right data when it is needed empowers educators to make critical decisions that can be used to impact education. Whether analyzing program performance, performing longitudinal analysis or generating reports, the EVSC data warehouse and DASH provide simplified access to data and transform the data into actionable knowledge. Accessing a depth and variety of information promotes educational accountability and enables data-driven decision-making.

DASH and the data warehouse allow EVSC staff to quickly:

- Conduct longitudinal analysis for a student or group of students.
- Perform district, school and grade population counts by ethnicity, gender
- Compare data easily that normally resides in different EVSC data systems
- Manage all the data that affects EVSC learning missions.
- Use powerful analyses to pinpoint factors influencing successes and challenges.
- Measure and track progress toward important benchmarks.
- Track performance at the level of district, school, classroom, student.
- Examine local, state and national performance information and monitor educational progress.

Data Coaches. The EVSC data coaches serve as part of the leadership team, providing job-embedded and on-going professional development for teachers, staff, and administration. They provide support to the principal in data analysis and professional development decision-making. They provide professional development and guidance for teachers to guide their knowledge in the use of data to guide instructional practice. Overall, the job of the data coach is to build the capacity of the school and its teachers to meet the learning needs of all students.

The data coaches’ goal is to ensure that school staff acquires understanding and skills to:

- 1) increase the level of student achievement through the use of data
- 2) enhance instructional and assessment practices through the use of data at the school and classroom level

If awarded a grant, McGary would have additional access to a data coach to work with teachers in job-embedded professional development activities including collaborative planning, reflective conversations, and facilitating examination of school data to improve instruction. Data coaches play a very strong role in the analysis and utilization of student achievement data to impact

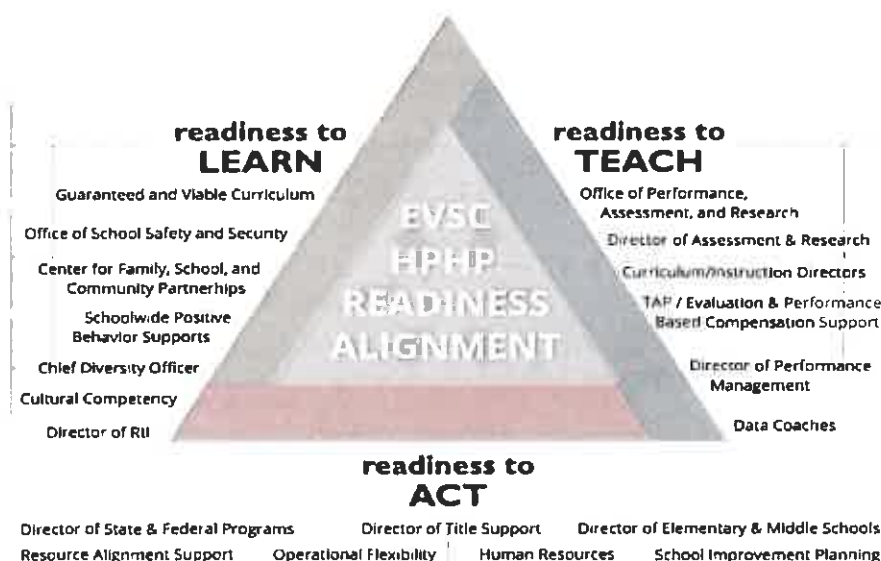
instructional decision-making. The focus of data coaches' work is to help teachers learn to use data for instructional planning that will have a positive impact on student achievement. In that role, the coaches help teachers learn how to administer and interpret various assessments tools and reports. The coaches facilitate teacher study groups in which they analyze student classroom work and data. The coach's analysis of student work and learning data will inform what occurs during coaching sessions with individual teachers and in teacher study groups through on-going coaching conversations.

D. Provide Operational Flexibility and Sustained Support

1d. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting)

In order for the Transformational Model to take hold in our persistently lowest-achieving schools, the Evansville Vanderburgh School Corporation fully supports school autonomy in carrying out the identified solutions to achieve their goals in ways that will positively impact students. In fact, the EVSC will be working with an external partner, Mass Insight, to plan a Turnaround (Innovation) Zone. Mass Insight will be conducting a Readiness Audit at both the district level and school level. Areas of the audit as well as increased operational flexibility include:

- **Staffing.** Schools will provide ample professional development opportunities and reward teachers who increase student achievement and remove teachers who do not. School leaders will also be given flexibility in implementing recruiting and retention strategies which include financial incentives, career growth opportunities, and flexible work conditions. *McGary, is an Equity School and requires staff to successfully complete a specifically designed PD Academy in order to teach at McGary. This is an effort to ensure that McGary students are taught by the most highly qualified staff.*
- **Scheduling/Calendars.** McGary will have the freedom to revise teacher planning schedules, class schedules, and include extended learning opportunities.
- **Budgeting.** The school will be given flexibility in making final decisions regarding budgets/amendments regarding the Transformational Model.



To assist schools in making adjustments such as those discussed above, the Evansville Vanderburgh School Corporation (EVSC) is committed to ongoing and intensive technical and other support for all targeted schools. In an effort to provide

ongoing support to schools as well as thinking innovatively about solutions to difficult problems that school leaders encounter, the district has created an Instructional Support Team (IST) that is intentionally designed to include strength-based team members. The team will “hold” the Transformational Model schools on the regular agenda and review any needs specific to these schools, and sub-committees will meet as necessary to address individual concerns in all of EVSC’s Transformational Model Schools.

All Transformational Model and Equity Schools will have increased operational flexibility. The school leadership teams will communicate with staff and families to create a school schedule that works for the individual schools. The chart in section b1 above demonstrates flexibility the Evansville Vanderburgh School Corporation has with the school calendar. The EVSC is fully collaborative with schools in making sure their needs are met when creating a customized school schedule, including transportation, food services, support services, and other critical areas of need.

The LEA will also support the school in using appropriate diagnostic assessments, frameworks, and tools (e.g. *Learning Connection*) developed or approved by IDOE.

2d. Ensure that the school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization

The EVSC and McGary school will be working with Mass Insight on Readiness Audits of systems in place. This would include school-level and district-level technical assistance.

The Evansville Vanderburgh School Corporation worked with the McGary leadership team to conduct the Root Cause Analysis, including an overview of five key areas: 1.) student achievement and risk factors, 2.) teacher effectiveness, 3.) leadership, 4.) current instruction, and 5.) community and parent support. The team looked at the following factors in detail: student achievement on state assessment in reading and math, risk factors that affect student achievement, student attendance rate, discipline referrals, teacher turnover rate and length of tenure, quality of professional development, instructional quality, community programs, and parental feedback. The district committee evaluated all data in determining, along with stakeholders, which model would be appropriate and setting challenging yet achievable goals for student achievement at each school site.

McGary leadership will work with the **da Vinci Institute** (see appendices), a unique external partnership organization developed as a result of the needs determined in transitioning to STE(A)M. This local STE(A)M-oriented organization will support in fostering the development of future partnerships at the school, a strong need determined by many stakeholders, as well as provide STE(A)M training and implementation support.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	✓		The school leadership team was the driving force in program development. The school principal and EVSC Instructional Support Team (IST) collaboratively involved key stakeholders in creating the budget for McGary Middle School’s Transformational Model. All budget requests are aligned with required and permissible elements of the Transformational Model.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	✓		See proposed budget, which is aligned for effective implementation of the Transformational Model for the duration of the grant.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	✓		The budget was reviewed by the Federal Bookkeeper and Director of Federal Programs prior to submission and is based on needs of the school as determined through a Root Cause Analysis.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	✓		See proposed budget, which meets the requirements of being ≥ \$50,000 and ≤ \$2,000,000 per year.
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	✓		<p>The district will be working with Mass Insight to assure district support systems are properly aligned.</p> <p>The EVSC IST team will support all Transformational Model schools by applying the three domains of Mass Insight’s HPHP Readiness Model: Readiness to Teach, Readiness to Act, and Readiness to Learn. The team will be comprised of district-level support with targeted areas of expertise, including specialists in student data-analysis, professional development, Response to Intervention (RtI), human resources, research-based best practices, transformational leadership, community partnerships, parent engagement, literacy, exceptional learners, and teacher evaluation practices.</p>

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none">Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG applicationFunding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventionsFunding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG applicationFunding supports the schools current capacity to improve student achievement	✓	<table><tr><th colspan="2">Transformation School Required Elements</th></tr><tr><td>Develop Teacher and Leader Effectiveness</td><td><ul style="list-style-type: none">TAP mentor teachers, Data Coach, e Learning Coach ,STE(A)M Infusion Lab – Model TeachersProfessional development conferences (STE(A)M Infusion, TAP National conference)Performance-based compensationReward for non-certified staffSTE(A)M Professional Field – Partnerships (da Vinci Institute facilitation)</td></tr><tr><td>Increasing Learning Time and Creating Community-Oriented Schools</td><td><ul style="list-style-type: none">Mass Insight Readiness Audit and Technical AssistanceExtended day for students with STE(A)M InfusionExtended year (four additional weeks) with STE(A)M InfusionSTE(A)M Opportunities</td></tr></table>	Transformation School Required Elements		Develop Teacher and Leader Effectiveness	<ul style="list-style-type: none">TAP mentor teachers, Data Coach, e Learning Coach ,STE(A)M Infusion Lab – Model TeachersProfessional development conferences (STE(A)M Infusion, TAP National conference)Performance-based compensationReward for non-certified staffSTE(A)M Professional Field – Partnerships (da Vinci Institute facilitation)	Increasing Learning Time and Creating Community-Oriented Schools	<ul style="list-style-type: none">Mass Insight Readiness Audit and Technical AssistanceExtended day for students with STE(A)M InfusionExtended year (four additional weeks) with STE(A)M InfusionSTE(A)M Opportunities
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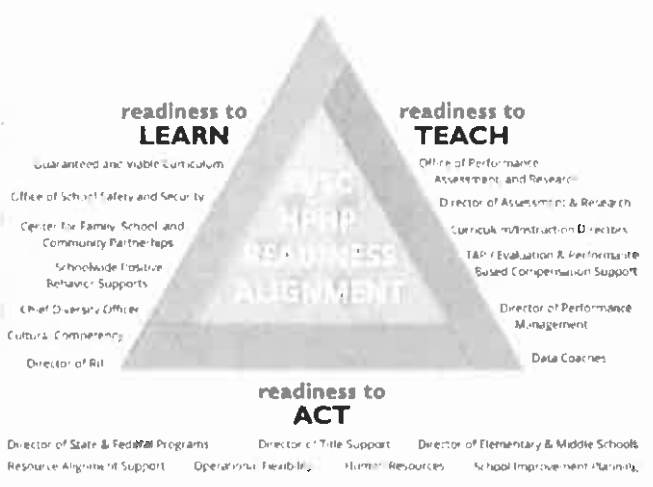
				<p>Specialist</p> <ul style="list-style-type: none"> • Additional days for staff professional development • Family /Community Coordinator • Community Partnerships: da Vinci Institute, Lampion Center, Coordinated Community Health Care, Youth First Social Work services
			Comprehensive Instructional Reform Strategies	<ul style="list-style-type: none"> • STE(A)M Infusion • Achieve 3000 reading intervention program • State of the art technology • Technical assistance and professional development partners: LearningWorx • Mass Insight Readiness Audit and Technical Assistance
			Provide Operational Flexibility and Sustained Support	<ul style="list-style-type: none"> • Mass Insight Readiness Audit and Technical Assistance • Salary for extended time calendar, associated transportation expenses • Technical assistance

			<p>partners: LearningWorx, External evaluator: Diehl Consulting</p> <ul style="list-style-type: none"> Ongoing LEA support and assistance aligned to Mass Insight's HPHP Readiness Domains of Readiness to Teach, Readiness to Act, and Readiness to Learn
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <i>Data portfolios of incoming staff/leaders</i> <i>Highly Qualified in content of contractual agreement</i> <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	✓		<p>The LEA has a high level of capacity for supporting school turnaround efforts. Multiple members of the Instructional Support Team, as well as the new principal (Tammy Dexter) have been part of an Executive Leadership Ph D Cohort in the Transformational Urban Leadership Program at Indiana State University as well as partnering with Brown University's Dr. Kenneth Wong in the locally developed Learning Leadership Cadre. (See Mrs. Dexters aforementioned school gains on ISTEP+).</p> <p>The LEA has supported the successful implementation of two Transformational Models in EVSC.</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <i>Staff Assurances</i> <i>Staff Surveys</i> <i>Staff Needs Assessments</i> 	✓		<p>McGary staff has been involved in providing input for the Transformational Model application. A staff meeting and meetings with the leadership team were held to determine the focus for the SIG funds and how the SIG could bolster student achievement. Staff was given the opportunity to vote on the grant. 16 of 18 staff members voted in favor of the SIG application to implement the elements of the Transformational Model.</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <i>Parent Meeting Agendas</i> 	✓		<p>EVSC seeks regular input from families. In addition to this survey, the EVSC posted a Facebook status update seeking input, included an update on the EVSC Website, conducted a phone blast to McGary families all in an effort to seek input on top of the school level meetings and interactions with families.</p>

<ul style="list-style-type: none"> • Parent Surveys Parent Focus Groups			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	✓		<p>EVSC'S Board of School Trustees has shown its full support and commitment to implementing Transformational Models in the district. Board approval of prior models occurred in July 2011 and May 2010. Board approval for the McGary Transformational Model occurred on May 7, 2012 with prior discussions with Dr. Smith occurring on April 2, 2012 and April 16, 2012.</p>
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	✓		<p>See attached assurance from Superintendent Dr. David Smith.</p> <p>As EVSC's Superintendent, Dr. Smith as well as the EVSC Board of School Trustees are fully committed to providing resources, as necessary, to support the turnaround effort. To this point, multiple district administrators have worked collaboratively with the school leadership teams assisting with curriculum, professional development, data-driven practices, cultural competency, and school culture/climate needs. The district administrators recognize the critical importance of family engagement, school culture, student-adult relationships, student achievement, and the urgency surrounding the implementation of these initiatives for the benefit of our students.</p> <p>The Superintendent has held ongoing meetings regarding principal recruitment/selection and the Transformational Model proposal at McGary with members of his Executive Leadership Team as well as members of the Instructional Support Team; April 25, 2012 was the Executive Leadership Team meeting for final review with unanimous, full support of grant proposal.</p>
<p>12. The teacher's union is fully committed to eliminating</p>	✓		<p>Letter of Support from the Evansville Teachers Association outlines contractual flexibility afforded</p>

<p>barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> <p><i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></p>		<p>Equity Schools as stated in current contract and support of the Transformation Model. Union fully involved in the acceptance of the TAP model of evaluation/compensation as stated in the Letter of Support for the TAP model.</p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	✓	<p>The recruitment and selection of the new principal, Tammy Dexter, was of highest importance and determined by a subgroup of the Superintendent's Executive Leadership Team regarding qualities needed to lead a school turnaround effort. Those qualities are determined around leadership and the ability to mobilize staff relative to readiness to learn, readiness to teach, and readiness to act aligned to the elements of the Transformational Model. The importance of this selection cannot be overstated. It must be made in the context of building culture, current initiatives, and the support necessary to make turnaround a reality.</p> <p>New principal, Tammy Dexter, has already demonstrated success as a turnaround leader in implementing a Transformational Model in a K-8 school for two years (see aforementioned gains on ISTEP+). She was a participant in the EVSC's Learning Leadership Cadre with Brown University and is currently completing her EdS at Indiana State University. A former counselor and high school English teacher, Tammy has a wide variety of experiences with curriculum and instruction as well as with students, families, and community partners. At her former school, Tammy led the school in the move to a renovated building and the merging of two staffs (K-5 and 6-8), the implementation of TAP, the creation of an alternative program, as well as the oversight of the 1003g Transformational Model.</p>
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer</i> 	✓	<p>The EVSC will undergo a Readiness Audit and diagnostic assessment through Mass Insight with feedback on areas of improvement, including human resources.</p> <p>The recruitment and selection of the new principal, Tammy Dexter, was of highest importance and determined by a subgroup of the Superintendent's Executive Leadership Team regarding qualities needed to lead a school turnaround effort. Those qualities are</p>

<p><i>policies/procedures</i></p> <ul style="list-style-type: none"> <i>principal and staff recruitment, placement and retention procedures</i> 		<p>determined around leadership and the ability to mobilize staff relative to readiness to learn, readiness to teach, and readiness to act aligned to the elements of the Transformational Model. The importance of this selection cannot be overstated. It must be made in the context of building culture, current initiatives, and the support necessary to make turnaround a reality.</p> <p>The district also implemented a robust screening process to place top talent in the positions of TAP Master and Mentor teachers including dual interviews with district and school level teams and classroom observations.</p> <p>All applicants take online screening exams through the Human Resources Department Job Fit (non-licensed) and Teacher Fit for all licensed positions. Administrator Fit</p> <p>Staff at Equity schools must successfully complete a rigorous professional development strand including classroom observations of practice in order to remain at the school.</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <i>Monthly focus with identified objectives</i> <i>Smart Goals</i> <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 	✓	<p>The non-chronological implementation timeline for McGary is included in the Transformational Model Plan. A chronological timeline is available upon request of the IDOE.</p> <p>Goals of the grant reflect student data and demonstrate the need for improvement in student performance.</p> <p>Smart Goals and measurable outcomes will be integrated in the Quarterly Benchmark Checkpoint Process, Worksheet, and Report Cards as well as in shorter intervals within the online TAP System for Cluster Planning.</p>
<p>16. District staff has high levels of expertise and successful experience in researching, and</p>	✓	<p><u>EVSC – HPHP Readiness Model – Alignment of Supports</u></p>

<p>implementing the selected intervention model.</p> <p>Turnaround, Transformation, Restart Models</p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 		 <p>Multiple LEA supports have spent intensive time in training with Kenneth Wong of Brown University, The School Turnaround Group, and in IDOE-sponsored training (i.e. REL Midwest/Lauren Rhim, networking sessions with other Indiana schools implementing turnaround). Additionally, the LEA has fully collaborated with IDOE School Turnaround Specialists throughout the past two years and has gained great insight from the technical assistance of IDOE.</p> <p>“Transformational Models” will have a held position on the HPHP-Aligned Instructional Support Team to provide specific wrap-around supports as needed for all Transformational Model schools.</p>
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p>All models</p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> <p>Documentation of mailings</p>	✓	<p>McGary’s School Site Council is the key group of stakeholders that support McGary’s vision and work as a Full Service Community School.</p> <p>The LEA and school leadership team have engaged families multiple opportunities to provide input regarding the school improvement efforts at McGary, including specific input regarding the 1003(g) application.</p> <p>Additionally, the LEA conducts an annual Stakeholder Survey to seek input from parents, students, and staff.</p>

<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 	✓		Element of the Intervention	Intervention	Resource
			Federal Resources		
			Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Transformation	Title I Part A
			Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	Title I, Part A,
			<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Transformation	Title II, Part A
			Job-embedded <i>staff development</i> aligned to grant goals to assist	Transformation	Title III, Part A - LEP (when applicable)

			<i>English language learners</i>		
			Provide extended learning opportunities for students	Transformation	Full Service School Community Grant, 21 st Century Learning Communities Grant, Title I.
			Provide community and family supports	Transformation	Full Service school community grant
			External partners to assist the school with ongoing technical assistance	Transformation	Mass Insight
			State Resources		
			Reward teachers/leaders + use evaluation systems for teachers and principals that consider student growth and assessments	Transformation	TAP/TIF
			Provide high quality, job-embedded professional development	Transformation	Innovation Grant
			In-Kind Resources		
			Provide high quality, job-embedded professional development	Transformation	da Vinci (in-kind and fundraising)
			Provide community and family supports	Transformation	School Site Council, da Vinci (in-kind partnership)

			Provide extended learning opportunities for students	Transformation	da Vinci (in-kind partnership)
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 	✓		<p>Through the Equity Process, the district showed a commitment to increased instructional time beginning in the 2010-2011 school year, giving the school staff the autonomy to determine their own calendar as an Equity School. Data was collected and McGary staff determined the additional days in 10-11 and 11-12 had low student attendance results and did not lead greater achievement results. The LEA has supported the staff in restructuring their school calendar for increased effectiveness, which with funding would include extending the day and year with STE(A)M infused learning opportunities for all students as well as additional professional development days for staff.</p>		

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or plan to take in school year 2012-13.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and</p>	<ul style="list-style-type: none"> • EVSC will work with Mass Insight's School Turnaround Group on "Readiness" diagnostics and recommendations. • EVSC district leaders led the McGary Leadership Team through the Root Cause Analysis beginning in a collaborative session on April 11, 2012 to begin the process of identifying the greatest needs to address within a Transformational Model. The LEA continued to seek input of the McGary Staff based on the assessed needs. • A subgroup of the LEA Instructional Support Team completed Attachment C (LEA Capacity to Implement the Intervention Model). It was determined by the subgroup that the LEA is fully able to support the implementation of a Transformational Model at McGary. • McGary and LEA have a continuous and embedded school improvement process that involves frequent calibrations based on data and student evidence of effectiveness. The EVSC has received national commendation for its efforts in supporting its schools through the continuous improvement process. See http://www.edweek.org/ew/articles/2012/04/18/28kaufman.h31.html?tkn=ZLZFSp9Ku7w6R%2B0zCmHGzNdrqjw6MX5hM4x&intc=es • It is evident to EVSC that very intentionally aligned support was needed to not only support our current SIG Schools, but also have the capacity to serve a potential additional Transformational Model. These supports were embedded by design and not an "additional layer." The EVSC Instructional Support Team

<p>school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p>	<p>(IST) is aligned to the HPHP Readiness Framework and well prepared to serve as direct support to all SIG schools in implementing an additional Transformational Model School. EVSC's district capacity to support this difficult and complex work has been recognized by national experts on school improvement and turnaround. The district IST has developed metrics for districtwide impact/success based on the indicators within the 3 domains of the HPHP Readiness Model.</p> <ul style="list-style-type: none"> • The EVSC/LEA has implemented a thorough process for completing the School Needs The LEA has carefully reviewed the reports from IDOE onsite focus groups/monitoring of McGary Middle School as a Year 3 Priority School. These reports were provided by IDOE Turnaround Specialist, Troy Crayton, in collaboration with the EVSC; EVSC works with Diehl Consulting to perform an EVSC Stakeholder Evaluation every year. This feedback provides important information to each school and the district as a whole including commentary and improvement suggestions. Additionally, extended learning opportunities are also evaluated separately through Diehl Consulting. • Parent input has been sought through multiple methods of outreach. Assessment, including creating a comprehensive assessment team and seeking input from a current IDOE distinguished-principal mentor who has worked with the both the current principal of McGary Middle School and the newly recruited/appointed principal, Tammy Dexter. McGary utilizes site-based decision making with parents, guardians, community partnerships, and school representatives through its School Site Council. See appendices for a Site Council meeting record form in which parents/community partners provided input on the 1003g grant. The EVSC hosts The Education Roundtable with several community partners and parent representatives as part of the Center for Family, School, and Community Partnerships key focus on involving stakeholders as partners around learning. • All transformational schools will follow the TAP system in regular meetings that focus on student data. Also, the schools all implement the Data Wise process to analyze the data. Part of the process, after looking at the data is inquiring about data and acting on identified teaching and learning problems. • The EVSC's Instructional Support Team will take the lead on assessing the intentionality, collaboration, and effectiveness of selected providers. • The Director of Title Support will work with school level leadership teams and the rest of the school leadership, parent groups and LEA will continue to assess and evaluate the merit and effectiveness engagement practices intended to increase partnerships with stakeholders by using the Mass Insight
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<p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>Readiness model as well as the EVSC Stakeholders survey and community communication through comment cards, Facebook postings, and phone calls.</p> <ul style="list-style-type: none"> • The school leadership and LEA will continue to use the Mass Insight Readiness model to review all resources including academic and behavior support interventions to thoroughly evaluate the their impact on student behavior and academic achievement. (Mass Insight will also conduct Readiness Audit.) • <i>Parent input has been sought through multiple methods of outreach. Assessment, including creating a comprehensive assessment team and seeking input from a current IDOE distinguished-principal mentor who has worked with the both the current principal of McGary Middle School and the newly recruited/appointed principal, Tammy Dexter. McGary utilizes site-based decision making with parents, guardians, community partnerships, and school representatives through its School Site Council. See appendices for a Site Council meeting record form in which parents/community partners provided input on the 1003g grant. The EVSC hosts The Education Roundtable with several community partners and parent representatives as part of the Center for Family, School, and Community Partnerships key focus on involving stakeholders as partners around learning.</i> • The Director of Title Support will work with school level leadership teams and the rest of the Instructional Support Team to continuously monitor and calibrate the effectiveness of the work, which includes by is not limited to meeting with all stakeholders, working to revise schedules, goals, and timelines as needed. A robust, ongoing monitoring plan is in place and available upon request. • <i>The EVSC Office of Academic Affairs (Title I Division) assures it will submit all data/forms to the IDOE/USDE as requested.</i> • <i>EVSC will continue to work collaboratively with IDOE Technical Assistance from a School Turnaround Specialist for Priority Schools and will ensure all school and district processes are implemented with fidelity and as well as IDOE-aligned.</i>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of 	<ul style="list-style-type: none"> • The Evansville Vanderburgh School Corporation has a clear process for recruiting, screening, and selecting external providers including: <ul style="list-style-type: none"> a. Making data-driven decisions around needs by completing a comprehensive-needs assessment through a Root Cause Analysis process. b. The LEA and school leadership team interviewed and met with potential external providers (i.e. Mass Insight, LearningWorx/Kristie Sweeney, da Vinci Group) that meet the needs based on the CNA and researching which provider would most effectively meet the needs determined as well as aligning with supports that may already be available in the district. c. More in depth studying of narrowed provider list while contacting external providers to interview (and seek demonstrations, if applicable.) d. Prepare MOU or statement of assurance for services to be fulfilled if funding becomes available in conjunction with the Office of Chief of Staff. e. Receive board-approval for applicable MOUs. f. Once funding becomes available, solidify partnership with an ancillary agreement outlining services. g. LEA will complete ongoing follow up and assessment of effectiveness of the services and will calibrate as needed with the provider. The principal will also be aware of their ability to share concerns about any external provider with any representative of the EVSC Instructional Support Team, who will follow up on the concern. h. LEA assures progress and changes in the grant budget will be reported to all stakeholders, including records assessing quality and frequency of supports. i. The LEA will take the lead on monitoring the effectiveness and in-school presence of the selected external providers.

<p>LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	<p>j. Diehl Consulting will support in the evaluation of selected external providers.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	
<p><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);</p> <p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas</p>	<ul style="list-style-type: none"> • (a) The EVSC, acting as the LEA, have identified resource alignment in attachment C. • (b) The EVSC partners with organizations that provide in-kind services and supports as well as utilizing other federal resources, grants, and district initiatives that will align with the grant at McGary. • (c)(d) Attachment C shows the alignment of resources. The LEA will work continuously with the schools to assess and make fiscally responsible decisions as needed.) • (e) The federal bookkeeper will consult with the Instructional Support Team, including the Director of Title Support, Director of State and Federal Programs, and grant support staff in completing regular reviews of finances and resource alignment. • (f) The LEA will support the school leaders in completing any amendments as determined necessary. The Director of Title Support or other LEA representative will assure amendments are reviewed properly by key stakeholders prior to submission. • (g) The LEA representatives who are directly supporting the Transformational Schools will keep digital calendars with in-school supports represented. The LEA will have at least a weekly presence in year one schools and will serve as supports to ensure full implementation. • The LEA has placed funding sources side-by-side in an effort to assess which

<p>are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>implementation efforts would require additional financial support.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p> <p><i>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; 	<ul style="list-style-type: none"> • The EVSC will seek consulting from Mass Insight during the research and design of an EVSC Innovation Zone and District Turnaround Office and use former successes from the Equity Model as a building block for this systems design process. • The EVSC is fully committed to identifying and accepting input regarding barriers that may exist that slow/halt the school improvement implementation process. The Director of Title Support, acting as the District Transformation Officer, will serve as a liaison between the school, district, and IDOE as necessary when addressing concerns. Mass Insight will be working with EVSC to assess district policies and practices. • The EVSC's Instructional Support Team will meet regularly to ensure full implementation of the grant as well as supporting school transformation leaders with problems that they may encounter. IST is fully aligned with the domains of Mass Insight's HPHP Readiness Model. • The EVSC will strengthen the protocol in supporting the modification of practices and policy. • The EVSC Instructional Support Team will meeting regularly to support the ongoing process of assessing areas that may be considered for policy and process modification. One function of the team is to align process and policy that support the transformation model implementation including administrative hiring practices, transfer, dismissal, evaluation, rewards, recruitment, and school calendar/day. • The EVSC is fully supportive of the TAP model in rewarding school teachers and leaders aligned to student achievement and this model has already been in place for one year at McGary. The Director of Title Support also serves as the TAP liaison between CELL, IDOE, and all TAP schools. Two additional district administrators

<p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>will be trained in TAP (for a total of 6 TAP-trained and certified district-level supports.)</p> <ul style="list-style-type: none"> • Additional opportunities to retain staff will be added as a result of the 1003g grant (i.e. classroom mini grants). • The EVSC fully supports McGary's autonomy in creating increased learning opportunities for both students and staff. McGary staff has opted to increase their learning time for staff collaboration by 3 additional days in comparison to other EVSC schools. •
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>5. Sustain the model after the funding period ends.</p> <p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <p>(a) Developing school improvement planning processes that support sustainability of education reform protocol;</p> <p>(b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;</p> <p>(c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;</p> <p>(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;</p> <p>(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;</p>	<ul style="list-style-type: none"> • EVSC will work with Mass Insight on LEA systems and readiness audits—as well as supporting sustainability planning. • McGary implements a Full-Service Community School strategy with community partners aligned with school improvement needs through the school community site council. (McGary is also part of a five year Full-Service Community School Grant). • The EVSC provides technical support in school improvement processes and other resource ingenuity that support sustainability of education reform and have been nationally commended for their efforts. • Members of EVSC's Instructional Support Team will provide training to school leadership staff to ensure the understanding and efficient implementation of interventions into operational flexibility of the school. • The EVSC has developed a Transformational Urban Leadership program with ISU and Learning Leadership Cadre in partnership with Brown University for developing leadership capacity and training is embedded and sustained. • The EVSC will support the implementation of specialist positions that support the schools in areas determined as needed, including special education and data-driven practices. • The EVSC will continue to identify alternative funding sources to sustain operational protocol of transformational elements that may require financial support. • The Director of RtI will work with school leaders and the Instructional Support Team to identify meaningful professional development for school leadership and staff that support both short- and long-term initiatives of educational improvement aligned to a district-wide three-dimensional RtI Model. • The EVSC fully supports its transformational schools in the implementation of the

<p>(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;</p>	<p>TAP System while also aligning Data Wise and will continue to support schools in the implementation of an extensive 3-year school improvement plan.</p> <ul style="list-style-type: none"> • The EVSC will continue to partner with Diehl Consulting, Inc. as an external evaluator. Diehl will evaluate the effectiveness of all interventions as well as monitoring throughout benchmarks to provide external feedback to the school leaders and School Transformation Team at checkpoints. This will support the teams in continuously modifying the work in the transformational schools and at the LEA level of supporting those schools. • The Transformational Schools will keep their needs-based goals and school mission as the cornerstone of decisions around student learning and budgeting. • The IST team will collaborate with stakeholders in planning for sustainability of those interventions that are proving to be successful while assessing the need for continuation for lesser effective interventions. A robust plan for monitoring interventions and strategies is available upon request. • The members of the Instructional Support Team with representatives and consultation from other departments will provide the oversight of interventions, school improvement activities, financial management, and operations of the school. The principal will be the driver of requesting needs to the team.
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<p>(I) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</p>	
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4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Transformation Model

(Guidance Document, Section E, pages 36-42)

☒ We will implement this model. ☐ We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	A new principal has been appointed to McGary Middle School to begin in the 2012-2013 school year. Newly named principal Mrs. Tammy Dexter has had 4 years of administrative experience, including two prior years leading a Priority Title I School and has extensive knowledge of the Transformational Model and school turnaround. ISTEP+ 2012 results under her leadership showed double-digit gains in math within a year as well as comparable growth in ELA.	Superintendent of Schools	July 2012
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	<ul style="list-style-type: none"> The TAP System for Teacher and Student Advancement was adopted by McGary Middle School staff during the 2010-11 school year and was implemented during the 2011-12 school year. The TAP System for teacher evaluation considers student growth and achievement as part of the teacher evaluation ratings. Teachers are observed four times yearly, two announced and two unannounced. Teachers then self-evaluate the lesson using the TAP rubric, and a post conference is held which provides the teacher with an opportunity to learn a strategy to implement while working on their area of refinement. Teachers also receive an area of 	TAP School Leadership Team	Begin in September 2012

	<p>reinforcement from the observed lesson.</p> <ul style="list-style-type: none"> The school leadership team (consisting of principal, assistant principal, master and mentor teachers with district support) participated in nine days of training on the TAP observation/evaluation model June-October, 2011 and are all certified in TAP. The Leadership Team is responsible for TAP's fidelity of implementation. This team continued to fulfill the requirements of meeting weekly with primary responsibilities around analyzing student data to create the school academic achievement plan; developing and reviewing cluster groups' goals, activities and outcomes; becoming Certified TAP Evaluators; conducting teacher evaluations; and ensuring inter-rater reliability regarding teacher evaluations. Ongoing, embedded technical assistance is provided by CELL (Center of Excellence in Leadership and Learning) through the support of a TAP Regional Coordinator. Teachers were evaluated on both the TAP and EVSC evaluation tools during the 2011-12 school year. The McGary Principal will have the autonomy to determine if all staff are evaluated by both evaluations. <i>(All teachers must be evaluated by TAP, but not all staff are required to be evaluated by the local evaluation tool).</i> The TAP model provides McGary leadership the opportunity to reward teachers who demonstrate adequate to superior Skills, Knowledge and Responsibilities as measured by the TAP observation rubric and/or who demonstrate a positive impact on student achievement as demonstrated by student growth on ISTEP+. Teachers who have not shown adequate performance on the EVSC Teacher Evaluation will be placed on a plan of improvement with a clear pathway to dismissal if adequate progress is not demonstrated. Additionally, teachers who do not demonstrate adequate performance on the TAP Skills, 	<p>TAP School Leadership Team</p> <p>McGary Administrative Team</p>	
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	Knowledge and Responsibilities or student growth will be placed on an EVSC plan of improvement.		
3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	<ul style="list-style-type: none"> The TAP System for Teacher and Student Advancement was adopted by the school during the 2010-11 school year to be implemented during the 2011-12 school year which includes up to \$2500 in compensation per teacher, which is added to a compensation pool. The school leadership team (consisting of principal, assistant principal, master and mentor teachers with district support participated in nine days of training on the TAP observation/evaluation model June-October, 2011. The Leadership Team is responsible for TAP's fidelity of implementation. This team continued to fulfill the requirements of meeting weekly with primary responsibilities around analyzing student data to create the school academic achievement plan; developing and reviewing cluster groups' goals, activities and outcomes; becoming Certified TAP Evaluators; conducting teacher evaluations; and ensuring inter-rater reliability regarding teacher evaluations. Ongoing, embedded technical assistance is provided by CELL (Center of Excellence in Leadership and Learning) through the support of a TAP Regional Coordinator. Teachers were evaluated on both the TAP and EVSC evaluation tools during the 2011-12 school year. The TAP model provides McGary leadership the opportunity to reward teachers who demonstrate adequate to superior Skills, Knowledge and Responsibilities as measured by the TAP observation rubric and /or who demonstrate a positive impact on student achievement as demonstrated by student growth on ISTEP+. Teachers who have not shown adequate performance on the EVSC Teacher 	<p>Principal with LEA support</p> <p>TAP School Leadership Team</p> <p>McGary Administrative Team</p>	<p>November 2013 (Dependent on NIEET-National Institute for Excellence in Teaching to determine distribution amounts)</p> <p>Ongoing</p> <p>Begin in September 2012</p>

	<p>Evaluation will be placed on a plan of improvement with a clear pathway to dismissal if adequate progress is not demonstrated. Additionally, teachers who do not demonstrate adequate performance on the TAP Skills, Knowledge and Responsibilities or student growth will be placed on an EVSC plan of improvement at the beginning of the following year. Teachers must earn a score of no less than 2.5 (career), 3.5 (mentor) and 4 (master) on the Skills, Knowledge and Responsibilities and no less than a score of 3 for classroom growth and not less than 3 on school-wide achievement growth to be eligible for TAP performance award compensation.</p> <ul style="list-style-type: none"> • In addition, certified teaching staff would be eligible for an additional \$500 of compensation based on the TAP observation scores. • Non-instructional support staff will be eligible for up to \$1500 for McGary reaching TAP related goals for schoolwide achievement. • Performance-based compensation is a component of the TAP system. The TAP system calculates student achievement gains in addition to teachers' instructional practices, based on the four evaluation scores when determining the end of the year bonus. The teachers are also evaluated utilizing the EVSC formal evaluation instrument, which has a clear pathway for evaluation and teacher dismissal with due process. 	<p>Principal with LEA Support</p> <p>Principal with LEA Support</p>	<p>November 2013</p> <p>November 2013</p>
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Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>4. Provide high quality, job-embedded professional development</p>	<ul style="list-style-type: none"> • The TAP System for Teacher and Student Advancement was implemented beginning in the Fall of 2011. • Each teacher will be required to have an Individual Growth Plan (IGP) based on classroom observations or student level data beginning in the Fall of 2012. TAP master and mentor teachers will support the career teachers' ongoing development and implementation of professional growth plans. TAP Master teachers had professional growth plans in 11-12, in which the principal supported. • Professional Learning Communities (Cluster Meetings) began in the 2011-2012 school year. Cluster Meetings are non-instructional professional growth time that occurs weekly in addition to daily PLCs and focuses on specific instructional strategies. The remainder of the week PLCs will focus on looking at student work and collaborative planning. These professional activities are aligned with TAP's STEPS for Effective Learning and are focused on learning specific, research-based and field-tested instructional strategies to address an identified student need at McGary. To achieve this, some cluster activities include test analysis for instructional improvement; alignment of standards, instruction and assessment; development of group members' instructional skills; classroom observations of demonstration lessons; and teachers becoming familiarized with the TAP Teaching Skills, Knowledge and Responsibility Standards. <i>(Within the TAP "CODE" system, all evaluative data is stored and reports are able to be generated by the leadership team to help support teachers' refinement areas and to guide what</i> 	<p>PRINCIPAL AND TAP School Leadership Team</p> <p>TAP Master Teachers</p> <p>TAP School Leadership Team</p> <p>Principal</p>	<p>Continue</p> <p>Fall 2012</p> <p>August 2012</p> <p>Begin August 2012 (continued from 2011)</p>

	<p><i>teachers learn during PLCs.)</i></p> <ul style="list-style-type: none"> • Faculty meetings, which meet a minimum of once a month, will be professional development-oriented meetings around the schoolwide problem of practice. • Student data will be disaggregated in cluster (PLC) time, and best practices will be researched and field-tested by Master Teachers to determine level of effectiveness with student population. • Teachers have been deconstructing and performing gap analysis of both the Indiana Academic Standards/Indicators and Common Core State Standards to insure the highest level of rigor at each grade level. During weekly hour-long structured team plan times, content area teachers use classroom-level data to focus upon key skills and content within subject areas, methods of differentiation, literacy support for text-complexity, and structures for student engagement. • Teachers will continuously learn and practice literacy and differentiation strategies during cluster time weekly, and determine specific plans for support needed throughout the week to implement each intentionally selected strategy in classroom (co-teaching, modeling, observation). TAP Master and Mentor teachers sustain the embedded supports for McGary Career Teachers throughout their implementation of targeted strategies. • Teachers will continue to bring scrimmage data (i.e. weekly formative assessments, student work sample 	<p>Master and Mentor Teachers (facilitate for Career Teachers)</p> <p>Master and Mentor Teachers (facilitate for Career Teachers)</p> <p>Master and Mentor Teachers</p> <p>Master and Mentor Teachers</p>	<p>Begin August 2012 (continued from 2011)</p> <p>Begin August 2012 (continued from 2011)</p> <p>October 2012</p> <p>Begin August 2012</p>
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	<p>connected to targeted strategy) to cluster meetings to determine student needs and teacher support needed.</p> <ul style="list-style-type: none"> Monthly staff meetings will focus upon school improvement plan goals that evolve around review of school level data using inquiry-based, school improvement protocols, schoolwide problem of practice, and reviewing progress toward goal through formative assessments and other student products. Teachers new to McGary will receive 20 hours of Equity School Professional Development along with additional embedded supports with TAP implementation and must demonstrate proficiency by the end of their initial year at McGary. 	<p>Principal</p> <p>Equity Committee</p>	<p>Begin August 2012</p> <p>September 2012</p>
<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<ul style="list-style-type: none"> TAP affords multiple career paths for teachers who aspire to grow in areas other than administrative. The Indiana TIF grant aligns with the elements of SIG in that it provides additional compensation for leadership positions based on student performance and professional responsibilities. Incentives for growth are provided through the TAP system. \$2500.00 per teacher per year is placed into a teacher compensation pool. This total allocation is divided into two or three sections (differing based on teachers with and without classroom growth data): <ol style="list-style-type: none"> 1) Skills, Knowledge, and Responsibilities (50%) and 2) Overall School Achievement Gains (50%) <p>or</p> 	<p>Principal</p> <p>Principal with LEA Support</p>	<p>Ongoing</p> <p>November 2013</p>

	<p>1) Skills, Knowledge, and Responsibilities (50%),</p> <p>2) classroom achievement gains (30%), and</p> <p>3) overall school achievement gains (20%).</p> <ul style="list-style-type: none"> Classroom Mini Grants of \$1,000 per classroom teacher will be awarded for the purchase of learning-centered supplies and materials for the classroom. These materials would support interdisciplinary units (STE(A)M alignment) for connected student learning and engagement. (All materials would stay with the teacher as long as the teacher remains at McGary.) 	Principal	By October 2012
6. <i>Provide increased learning time for students and staff.</i>	<ul style="list-style-type: none"> Increase student learning time by extending afterschool program offerings and aligning to student data-driven needs (300 additional hours—see next bullet for increased year). 	Principal	August 2012
	<ul style="list-style-type: none"> Increase student learning time by extending calendar to include four weeks of summer program instructional options for students (80 additional hours). 	Principal	August 2012
	<ul style="list-style-type: none"> Increase staff learning time by increasing the teacher calendar by three days (24 additional hours). Teachers determined the need for additional teacher-only data/collaboration days, both before and during the school year, to monitor medium-term data, determine reteaching needs, and plan future instruction. 	Principal	August 2012
	<ul style="list-style-type: none"> Through the Equity Model, McGary Middle School staff will attend three additional days of training/professional development throughout the 2012-2013 school year. These additional professional development days will be 	Principal	August 2012

	structured around Acuity tests and other student data points, including Achieve3000 Lexile data. All increased time for professional learning connects directly to individual team- or school-based improvement goals.		
7. <i>Use data to implement an aligned instructional program.</i>	<ul style="list-style-type: none"> McGary has utilized the DataWise process through a district-wide initiative. Through this inquiry-based, systematic design a schoolwide "Problem of Practice" was identified through needs determined in student data and targeted as a core focus of the school-improvement plan. McGary Middle School will continue a systematic process for school improvement aligned with IDOE's adoption of the Mass Insight model and will determine needs through a Root Cause Analysis process. This will occur with technical assistance from the LEA and SEA. Beginning in 2011 at McGary, the TAP system provided rubrics for performance standards of four domains of teaching skills, knowledge, and responsibilities. These are: instruction, the learning environment, designing and planning instruction, and responsibilities. Teachers will continue to specifically focus on instructional plans, student work, and assessment while designing and planning instruction. All four domains will continue to be included as part of each teacher's ongoing professional development and evaluation. Teachers have been deconstructing and performing gap analysis of both the Indiana Academic Standards/Indicators and Common Core State 	<p>McGary Data Team, Principal</p> <p>TAP Leadership Team</p> <p>TAP master and mentor teachers</p>	<p>August 2012 (Root Cause Analysis – April 2012)</p> <p>August 2012</p> <p>August 2012</p>


	Standards to insure the highest level of rigor at each grade level. During weekly hour-long structured team plan times, content area teachers use classroom-level data to focus upon key skills and content within subject areas, methods of differentiation, literacy support for text-complexity, and structures for student engagement.		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<ul style="list-style-type: none"> Differentiated Instruction (DI) is a core focus of our school-wide improvement plan. Teachers will be receiving weekly professional development on DI. TAP Master and Mentor Teachers research and field-test specific strategies to present in Cluster Meetings and for teachers to implement in their classrooms with embedded, sustained support. 	TAP Master and Mentor teachers	Fall 2012
	<ul style="list-style-type: none"> Teachers will bring classroom- and student- level data to cluster time to determine growth and needs. 	TAP Master and Mentor Teachers	August 2012
	<ul style="list-style-type: none"> Subject-area teachers meet daily to plan, analyze, and develop lessons based on student data. Teachers continue to work on curriculum maps for next year to transition to the Common Core. Guaranteed and Viable Curriculum maps have been prepared for implementation. 	Principal, STE(A)M Opportunities Specialist	August 2012
	<ul style="list-style-type: none"> Students who are identified based on assessment data require level II interventions will be provided with extended learning in the specific area(s) of literacy or numeracy. 	Principal, Diverse Learners Coordinator	August 2012
	<ul style="list-style-type: none"> Exceptional learners will have level II and III interventions to insure academic and social-emotional supports are provided. 	Principal, Diverse Learners Coordinator	August 2012
	<ul style="list-style-type: none"> McGarry utilizes the DataWise process and has embedded Mass Insight's school improvement process into the backwards 9 design. Data is utilized to drive instruction 	Principal	August 2012

	<p>and decisions. PLC's dedicate time each week to look at data and determine the plan of action and any course corrections. The teachers work within the core subject areas to develop common assessments based on the indicator being taught. Instruction is differentiated based on the level of understanding students demonstrate on the frequent formative assessments.</p> <ul style="list-style-type: none"> In science, will continue to implement inquiry-based learning. Providing students with more opportunities for inquiry-based learning increases the ability to differentiate through the use of intentional grouping and selection of activities. Increasing the choice of electives will expose students to a wide variety of arts (written, music, dance, performing, visual and instrumental) and will allow students to have more choice and voice as well as opportunities to learn at their ability level. (For example, 6th-8th grade performance and competition choir) 	<p>STE(A)M Mentor Teacher</p> <p>August 2012</p>	
		<p>STE(A)M Opportunities Specialist</p> <p>August 2012</p>	
9. <i>Provide mechanisms for family and community engagement.</i>	<ul style="list-style-type: none"> Community and business members, students, staff, and parents meet monthly as a Site Council to discuss school-wide improvement plan, progress, and ideas. This Council votes to approve the spending of Site Council monies for students. STE(A)M –A partnership between McGary and The da Vinci Institute, which is comprised of representatives from our local universities, museums, art councils, and other STE(A)M-related agencies, will provide network opportunities, professional development, and technical assistance. Parent and community voice is critical to 	<p>Principal, Community and Family Outreach Coordinator</p> <p>Principal, STE(A)M Opportunities Specialist</p>	<p>Continue</p> <p>August 2012</p>

	<p>improvement at McGary Middle School and throughout the EVSC. The district has utilized parent, school, and community surveys to gain a greater understanding of areas of strength as well as areas of concern. The surveys also serve as a forum for stakeholders to provide suggestions for improvement to all schools and the EVSC in a safe and anonymous manner.</p> <ul style="list-style-type: none"> • The EVSC is committed to the belief that meeting the needs of students takes a whole community. Families, schools, and members of the community must form partnerships to support students so that they can be successful. Together, they must identify and provide key services to students and their families in order to help them overcome any barriers they are facing, which prevent students from being successful. The EVSC Center for Family, School, and Community Partnerships focuses on building a foundation that will support healthy alliances. • A Community and Family Outreach Coordinator (funded through the Full Service Community Schools Grant) at McGary Middle School would be able to continue building mechanisms for family and community engagement as well as nurturing partnerships that support students, families, and the school's community. The Director of Community Schools will support McGary in creating more capacity for family and community engagement including health and social services, increased learning opportunities, etc. by supporting the school's Community and Family Outreach 	<p>Principal and LEA support</p> <p>Principal, LEA support, Community and Family Outreach Coordinator</p> <p>Director of Community Schools, Principal, Community and Family Outreach Coordinator</p>	<p>Spring 2013</p> <p>August 2012</p> <p>August 2012</p> <p>August 2012</p>
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	Coordinator.	Principal	
	<ul style="list-style-type: none"> Lampion Center would extend its current partnership with McGary Middle School to include more hours of behavioral therapy and other social/emotional/mental health services on site. 		
10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	<ul style="list-style-type: none"> McGary as an EVSC Equity School has been identified as having unprecedented autonomy as stated in the <i>Collective Bargaining Agreement between the Evansville Vanderburgh School Corporation and The Evansville Teachers Association</i> Section 203, III. <p><u>Autonomy of EQUITY schools</u></p> <p>A. The EQUITY staff of each school will determine</p> <ol style="list-style-type: none"> 1. Length of the school year 2. Waivers for regulations 3. School design and governance 4. Resource allocations <ul style="list-style-type: none"> Staffing: As stated in the current <i>Collective Bargaining Agreement By and Between the Evansville Vanderburgh School Corporation and The Evansville Teachers Association</i>, teachers in Equity Schools must demonstrate mastery of basic competency in order to remain teaching at the school. <p>Section 203. II.</p> <p>F. Completion of the academy and demonstrated mastery of the academy curriculum will be required</p>	LEA and Evansville Teacher Association	August 2012
		District	August 2012

	<p>to apply to teach in an EQUITY school. Mastery will be identified by a rubric.</p> <p>H. Teachers from EQUITY schools may remain after successful completion of the academy.</p>	EQUITY Committee	
<p>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>	<p>EVSC – HPHP Readiness Model – Alignment of Supports</p>  <p>readiness to LEARN</p> <ul style="list-style-type: none"> Guaranteed and Viable Curriculum Office of School Safety and Security Center for Family, School, and Community Partnerships Schoolwide Positive Behavior Supports Chief Diversity Officer Cultural Competency Director of RTI <p>readiness to TEACH</p> <ul style="list-style-type: none"> Office of Performance Assessment and Research Director of Assessment & Research Curriculum/Instruction Directors TAP / Evaluation & Performance Based Compensation Support Director of Performance Management Data Coaches <p>readiness to ACT</p> <ul style="list-style-type: none"> Director of State & Federal Programs Resource Alignment Support Director of Title Support Operational Flexibility Human Resources School Improvement Planning <p>Multiple LEA district supports have spent intensive time in training with Kenneth Wong of Brown University, The School Turnaround Group, and in IDOE-sponsored training (i.e. REL Midwest/Lauren Rhim, networking sessions with other Indiana schools implementing turnaround). Additionally, the LEA has fully collaborated with IDOE School Turnaround</p>	LEA Support	August 2012
		Director of Title Support/DTO	Ongoing

	<p>Specialists throughout the past two years and has gained great insight from the technical assistance of IDOE.</p> <ul style="list-style-type: none"> The principal will receive additional technical assistance and professional development by Mass Insight's School Turnaround Group. 	Director of Title Support/DTO	July 2012 (Year / funding from IDOE – Leadership Institute)
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→ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

The recruitment and selection of the new principal, Tammy Dexter, was of highest importance and determined by a subgroup of the Superintendent's Executive Leadership Team regarding qualities needed to lead a school turnaround effort. Those qualities are determined around leadership and the ability to mobilize staff relative to readiness to learn, readiness to teach, and readiness to act aligned to the elements of the Transformational Model. The importance of this selection cannot be overstated. It must be made in the context of building culture, current initiatives, and the support necessary to make turnaround a reality.

New principal, Tammy Dexter, has already demonstrated success as a turnaround leader in implementing a Transformational Model in a K-8 school for two years.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: N/A

Timeline: N/A

Check Your Work - Additional Requirements for All Models

Requirement		Yes	No
1.	All the elements of the selected intervention model are included.	✓	
2.	The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	✓	
3.	The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2012-2013 school year.	✓	

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing School," the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - o One English/language arts goal for "all students."
 - o One mathematics goal for "all students."
 - o For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measurable and aggressive, yet attainable.

SY 2010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
Example: 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
47.79% of all students were proficient on ISTEP+ English/Language Arts (2010-2011).	≥ 58% of all students will be proficient on ISTEP+ ELA.	≥ 68% of all students will be proficient on ISTEP+ ELA.	≥ 78% of all students will be proficient on ISTEP+ ELA.
43.51% of all students were proficient on ISTEP+ Mathematics (2010-2011).	≥ 53% of all students will be proficient on ISTEP+ Mathematics.	≥ 63% of all students will be proficient on ISTEP+ Mathematics.	≥ 73% of all students will be proficient on ISTEP+ Mathematics.

II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each "tab" for years 2011-2012, 2012-2013, 2013-2014.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.**

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment D for suggestions)

Element of the Intervention		Intervention	Resource
Federal Resources			
Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Transformation	Transformation	Title I Part A
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	Transformation	Title I, Part A,
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Transformation	Transformation	Title II, Part A
Job-embedded staff development aligned to grant goals to assist <i>English language learners</i>	Transformation	Transformation	Title III, Part A - LEP (when applicable)
Provide extended learning opportunities for students	Transformation	Transformation	Full Service School Community Grant, 21 st Century Learning Communities Grant, Title I
External partners to assist the school with ongoing technical assistance	Transformation	Transformation	Mass Insight
Provide community and family supports	Transformation	Transformation	Full Service school community grant

State Resources			
Reward teachers/leaders who, in implementing the model, increase student achievement + use evaluation systems for teachers and principals that consider student growth and assessments	Transformation	TAP/TIF	
Provide high quality, job-embedded professional development	Transformation	Innovation Grant	
In-Kind Resources			
Provide high quality, job-embedded professional development	Transformation	da Vinci Institute (in-kind and fundraising)	
Provide community and family supports	Transformation	Da Vinci Institute, school site council	